

THE AMERICAN PSYCHOLOGIST

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PSYCHOLOGY IN THE WAR¹

WALTER S. HUNTER²

Brown University

SOME GENERAL OBSERVATIONS

DURING the present war, I was privileged to be one of a group of guests aboard the USS Missouri on her structural firing cruise. This ship embodied the most advanced principles of design and the greatest achievements in offensive and defensive engineering. All who were present viewed her with profound admiration, respect, and confidence. Her complement of 2,500 officers and men constituted the human factor involved in the efficient operation of the equipment. As a battle-scarred admiral said: "2,500 officers and men; gentlemen, that means 2,500 sources of error!" The ship, the radar, the telephones, the radio, and the fire-control systems could not operate themselves. Men had to be selected and trained for this purpose. Only efficient operation could realize the possibilities of performance built in by the engineers.

Wars are not fought by machines nor by men alone, but by man-machine units. The machine must be designed for the man, and the man must be selected and trained for the machine. In the construction of tools for war, the engineer recognizes that each individual part must be tested and not be accepted merely on the basis of an offhand opinion. It is not always clearly understood that the same care needs to be taken with the man who operates the tool, i.e., with the quality control of the human factor. Efficient human performance depends on a multitude of capacities and abilities which must be analyzed and correlated with the demands of the total job if an efficient man-machine unit is to result. How some of this work on the human factor was done in World War II is the topic of this lecture.

Military psychology is an American product. It began in 1917 when the Army was persuaded to adopt the use of intelligence tests, trade tests, officer's rating cards, and other personnel pro-

cedures for the purpose of selection, classification, and promotion of personnel. The methods developed by the psychologists in the Surgeon General's Office and in the Office of the Adjutant General proved extremely valuable in speeding up the training of troupes and in the efficient utilization of manpower. Other groups of psychologists in World War I carried on experimental work for the Army Air Forces on pilot selection, at least one fruitful study on gun-pointing was made for the Navy, and some service was rendered in 1918 on problems of the morale of Army units in this country. Military psychology emerged from that war, however, concerned almost exclusively with tests of intelligence and occupational fitness. This was the contribution which the Army adopted and which the peacetime Navy accepted in part. For the next twenty years the Services and psychologists saw nothing of each other, with the inevitable result that Service plans for future emergencies were frozen as of 1918 while civilian science continued to undergo a most fruitful development. However, in 1939 there occurred a most significant event, a forewarning of things to come—the establishment of a Committee on Selection and Training of Aircraft Pilots under the Division of Anthropology and Psychology of the National Research Council. The work supervised by this Committee was generously financed by the Civil Aeronautics Administration as a part of its large-scale program for training civilian pilots, and the methods of research developed were later to be of great value in the psychological work of the Army and Navy Air Forces.

The first formal steps to mobilize psychological resources for World War II were taken in 1940 when the War Department requested the National Research Council to set up an advisory committee on personnel problems. This group performed so well that it was continued throughout the War. 1940 also saw the formation of the Emergency Committee in Psychology of the National Research Council. This Committee served through the war and was

¹ Vanuxem Lecture, Princeton University, April 17, 1946.

² Formerly, Chief, Applied Psychology Panel, NDRC.

responsible, among other things, for the initiation of work on sensory problems which was later vigorously developed under NDRC. In the summer of 1941, a panel of psychologists was established under G-2 of the Army General Staff to study the problems of psychological warfare. (Later administrative changes led to the conduct of such work in the Office of Strategic Services under the Joint Chiefs of Staff.) The year 1941 also saw the beginnings of psychological work in a variety of other areas: pilot, bombardier, and navigator selection in the Army Air Forces and in Naval aviation; morale studies in the Army's Division of Special Services; psychological studies of various kinds in the Office of War Information; and work on problems involving underwater sound (sonar) operators, firecontrol, acoustics, and optics in NDRC. From 1942 until V-J day, new areas of work for psychologists in uniform and for civilian psychologists constantly appeared. The National Research Council established (1942) a Committee on Service Personnel—Selection and Training to work under NDRC contract on a series of projects which expanded so rapidly that NDRC itself took over (1943) direct supervision of the program under an Applied Psychology Panel. The problems of selection and classification which had been the almost exclusive concern of military psychologists in 1917-18 continued to be a major concern in 1940-45, but on a much more detailed and sophisticated level. The facts have not yet been made available on the extensive work of social psychologists in the fields of morale and propaganda analysis, nor on much of the work of clinical psychologists. However, at the present time it is clear that particularly significant advances have been made in military psychology, first, through the experimental analyses of the role of the human factor in the design and operation of equipment and, second, in the field of group training and selection procedures. These are the problems to which this lecture will be limited, and no complete account even of these problems can be given.

Military psychology is not a spectacular field, like military medicine or engineering. The prevention and treatment of injury and disease are of extraordinary human interest because problems of life and death are immediately concerned. The great advances in medicine in this area are well known. Psychology by contrast deals with normal,

healthy men and with their selection, classification, and training for waging a successful technical war in which they themselves survive while inflicting disaster on the enemy. The efficient operation of equipment means fewer of one's own men killed and wounded. As a distinguished Naval officer of engineering training has said: "As a result of such scientific applications of psychology in the selection and training of personnel, we have killed more submarines, have used radar better, have better gunners, better engineers, better communications both by voice and by code, have been shooting down more airplanes because our rangefinder operators were selected and trained better."

The commanding officer of one of our great battleships, the USS New Jersey, has written as follows:

"1. Confronted two months prior to the placing in commission of this ship with the task of organizing into the necessary subdivisions of a successful ship's company a group of 2600 men, 750 of whom were rated men with limited previous sea experience and 1850 Seamen, of whom the majority were raw recruits, fresh from Naval Training Stations after brief indoctrination, it was decided to attempt to improve upon the usual alphabetic, trial and error, method of placement by utilizing the best of those techniques available in industry, recently developed by the Bureau of Naval Personnel, the National Research Council, the National Defense Research Committee, and other armed forces.

"2. Enclosure (a) contains a detailed description of the testing and placement work that was done. It is forwarded for information in order that vessels confronted with the same problem may take advantage of this experience.

"3. The initial placement of personnel has definitely contributed to the apparent extraordinary rapid progress made during the shake-down period by the crew of this vessel. By this method, the following benefits were derived.

- (a) Obviously unsuited personnel were eliminated from the start without waste of training effort.
- (b) Transfers between divisions and departments were kept at a minimum

due to proper placement prior to the training period.

- (c) There was a reduction in the number of men failing to profit by training due to the reduction in the malplacements."

By 1945 a far better job could have been done as a result of improved tests, the construction and validation of new ones for a great variety of duties, the development of training procedures for Naval gun crews, and the growth of studies on the operational aspects of firecontrol equipment and search radar.

When we speak of tools for warfare, we think of artillery sights, proximity fuses, radar, radio, and atomic bombs. We forget that the brain, eyes, and ears of man are also tools, in fact that they are the indispensable tools of war. Actually the material equipment of armies and navies is designed solely to extend the effective range of the serviceman's sense organs on the one hand and the striking power of his muscles on the other hand. However far removed from primitive unarmed combat modern warfare may be, men must still use vision to read dials and scales and they must listen to auditory signals. They must use their hands to turn knobs and wheels in order to adjust their equipment. Until radar is much better than it appears to be, lookouts will still scan the air and sea, and optical rangefinder operators will bring the target into stereoscopic contact with the reticle. Even outmoded equipment and unused human capacities have their unexpected values, as shown by sound ranging in this last war. A push-button war with completely automatic tools lies in the far distant future; and then, as now, standby procedure must be available for use when the elaborate equipment is a casualty!

VISION

The role of vision in warfare is so important that a joint Navy-OSRD Vision Committee was established (1944) to keep the psychologists, physiologists, engineers, and medical men concerned with the problem informed on the overall picture. The present account can only give a brief report on one of the general visual problems studied during the war. We must pass by such interesting topics as the visual fatigue of radar operators and the use

of binoculars, but later we shall meet important visual problems in the section on firecontrol.

One of the visual problems of great military significance is night vision, the ability to see in light of low intensity. Psychologists and physiologists in all of the warring countries studied night vision and sought methods of measuring, improving, and utilizing it. The retina of the eye is known to contain two sensitive elements, the cones and the rods. Rods are absent from the area of central vision, and they increase in numbers toward the periphery. Cones, on the other hand, are the sole receptors in the central area, and they decrease in number toward the periphery. The rods are more sensitive to faint light than the cones, and so they serve as receptors for night vision, i.e., under conditions of dark adaptation. Hence in order to detect a faint light at night, it is necessary to scan with the peripheral portion of the retina rather than to look directly at the light. Rods and cones also differ in their sensitivity to lights of various wavelengths. Hyde, Forsythe, and Cady (1918) and Hecht and Williams (1922) have secured data on this problem showing the following facts (Figure 1): (1) the light-adapted eye is most sensitive to wavelengths of 554 $m\mu$, whereas the dark-adapted eye is most sensitive in the region of 511 $m\mu$; and (2) the dark-adapted eye is relatively insensitive to wavelengths longer than 620 $m\mu$. This means that with night vision the eye is relatively insensitive to red light and maximally sensitive to blue light. And yet in spite of such facts, it is reported that Paris and London in 1939 were dimmed out by the use of blue street lights and that blue lights were used at battle stations in the navies! Blue light is the kind that a dark-adapted enemy lookout can see best!

Dr. W. R. Miles³ in 1941 utilized the facts of Figure 1 in his highly successful attempt to provide a practical method for securing and maintaining dark adaptation while permitting men to continue their duties under illumination. Complete dark adaptation of the rods ordinarily requires 30 minutes in complete darkness. Miles constructed closely fitting red goggles which cut off wave-lengths shorter than 620 $m\mu$ but which transmitted enough light to make cone vision possible. As a result a man could

³ Miles, W. R. Red goggles for producing dark adaptation. *Federation Proc.*, 1943, 2, 109-115.

work in a properly lighted room while wearing the goggles and after some 30 minutes be completely dark adapted and able to undertake lookout duty with maximal retinal efficiency. (See Figure 2.) This work was an important contribution to military efficiency, and the use of red goggles for dark adaptation has been adopted by all branches of the Services. The battle lights of the Navy are now, I hear, a low-intensity red light.

man can see well at night, that he will be a good lookout. For this duty he must be alert, well motivated, well trained in scanning and in ability to report range and bearing. Studies have been made at sea on the actual performance of lookouts under fairly well controlled conditions. The results indicate that, if men are not night blind, their efficiency as lookouts has little relation to their scores on dark adaptation tests but a high relation to

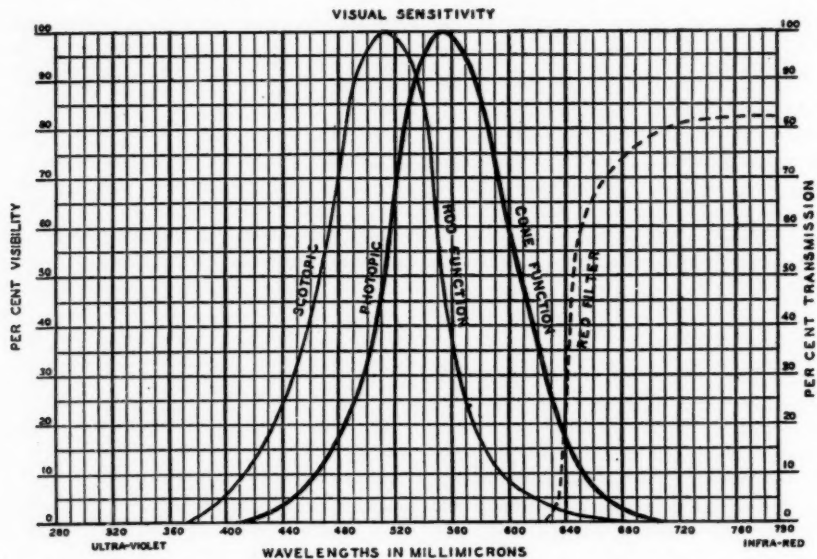


FIG. 1. PHOTOPIC AND SCOTOPIC VISIBILITY CURVES FOR THE HUMAN EYE

Based on data from Hyde, Forsythe, Cady, Hecht, and Williams as presented by W. R. Miles, *Fed. Proc.*, 1943, 2, fig. 1. The transmission curve for Miles' red goggles is also included.

It is certain that one cannot see in the dark if he is night blind or light adapted. The question now arises: Can we select among those who have normal night vision the ones who will make good night lookouts? Psychologists and physiologists have constructed various tests for night vision which afford a basis for selecting those who see best under these conditions. Such tests, however, have such low reliabilities and validities that they are not good predictors of night lookout performance. Nevertheless, the problem of securing men with excellent night vision is so important in all Services that the tests are widely administered for want of something better. It does not follow, because a

motivation, training, and the general prestige of the job. When lookouts get no recognition by special ratings, when the job is a casual or disciplinary assignment, and when the officer in charge fails to make his men believe in the importance of the job, poor lookout performance is inevitable.

The problem of the military significance of night vision relates to all conditions and equipments where men must use their eyes at night. There are similar general problems with day vision, particularly: (1) scanning for aerial targets near the sun; (2) the effects of glare; (3) the harmful effects of long exposure to the high intensities of light at sea, on beaches, and in the tropics; and (4) the harmful

effects of ultra-violet light. It will be necessary in the present discussion to omit consideration of these topics and to consider next some of the contributions made by psychologists to problems of firecontrol.

FIRECONTROL

The problem of firecontrol is essentially the problem of accurate fire against a given target. The operator may be an antiaircraft gunner on land or on board ship. He may be a flexible gunner in a plane firing at another plane; or he may be an artillery man engaged in indirect firing, or a ship's gunner firing at surface targets. In all cases the

operator must obviously make use of both eyes. This he can do only (1) if he has sufficiently good visual habits so that he does not routinely use one eye and neglect the other and (2) if his interocular distance is not too large or too small for the eyepiece adjustments which the equipment affords. Psychologists not only brought this latter problem into prominence but underlined the necessity for each operator to have his own interpupillary distance accurately recorded on a personal template in order to align his eyes and the equipment properly before use. Men also differ in the ease with which they fuse disparate binocular images into stereoscopic unity. The selection problem here is to secure the men with the best stereoscopic vision or to set a

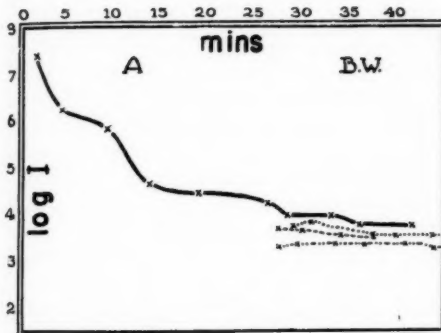


FIG. 2. DARK ADAPTATION CURVES FOR ONE SUBJECT

The solid line curve shows the course of dark adaptation following standard light adaptation. The dotted line curves show thresholds following (a) standard light adaptation and (b) the wearing of red goggles in a lighted room for 25 minutes. Reproduced from W. R. Miles, *Fed Proc.*, 1943, 2, fig. 2.

operator is confronted with specific visual problems some of which relate to ranging and tracking in elevation and bearing. The operator's performance, with some equipment, creates the data which when fed into the computer mechanism result in the firing of the guns in such a way as to bring the projectile to the target. It is thus clear that even the finest firecontrol equipment is limited in its efficiency by the operator's performance, indeed that the "answers" it gives are based on the operator's behavior.

In the optical rangefinder the operator views the target binocularly and so adjusts certain knobs that the target appears in stereoscopic contact with the reticle marks that are placed in the optical system. Since stereoscopic vision is involved, the

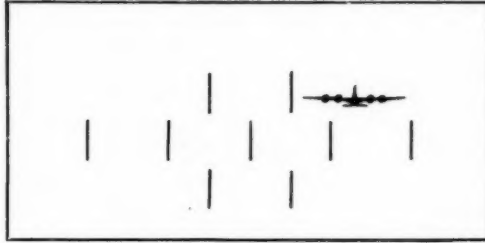


FIG. 3. A RETICLE DESIGN SHOWING A TARGET PLANE

With two reticles, under conditions of binocular fusion, the two lower lines are seen nearer and the two upper lines farther than the central row of lines. The range operator's task is to keep the target plane at the same apparent distance as the central row of lines.

standard below which men should be chosen only in emergencies. It was possible to develop a group measure of this ability and to show its value in the selection of rangefinder operators in the Army and Navy.

The most important element in the optical rangefinder for the operator's visual task is composed of two reticles placed in the optical system, one before each eye. These reticles differ in such a way, i.e., have such a binocular disparity, that when fused stereoscopically certain lines are seen nearer and certain lines farther than others. It is the operator's job to bring the image of the target to the same apparent distance as the reference lines in the reticle and to keep it there by ranging and tracking. (See Figure 3.) These operations generate the data for the computer mechanism. Certain psycholo-

gical problems concerning the reticle design are of fundamental importance if accurate fire is to result, and I may add that these problems have been solved to the apparent satisfaction of the Services. Without giving the answers, let me state some of the problems: Is the reticle design which gives the most accurate ranging one with darkly etched lines or one with the same lines seen as an illuminated (bright) pattern? Is the illuminated reticle equally good against a sky and a land (dark) background? How bright should the illuminated reticle lines be? Are circular designs better or worse than diagonal or vertical line reticles? (Therefore, should the operator be told to range on circular, diagonal, or vertical lines in the target image?) How serious an error will be introduced if the right and left reticles are not adjusted to the same optical heights in the two eyepieces before ranging begins? Since stereoscopic vision with the aid of the reticles depends on fusing a left eye's image with a right eye's image, how much binocular disparity should be introduced into the reticle design? How can the operator be prevented from securing a variable stereoscopic fusion which would locate the reticle and hence the target, at different apparent distances for the same range setting? The solution of such problems has been an important contribution to the increased accuracy of firecontrol.

Not all psychological problems in firecontrol are visual problems. (1) The first illustration of this concerns the handwheel which the operator uses in tracking with some equipment. Because of the characteristics of the computer mechanism, tracking must not only be as accurate as possible, but it must be done smoothly without sudden and extreme variations in rate. Obviously the handwheel should be conveniently located and afford a comfortable grip. But what, in any specific case, is a convenient location? How large should the wheel be, or does size within reasonable limits make a difference? What does the addition of marked friction do to any differences in accuracy between wheel sizes? Experiments have given answers to such questions and have revealed important facts about the gear ratios, i.e., the handwheel speeds most conducive to smooth, accurate tracking. With both skilled and unskilled operators, accuracy increases as handwheel speeds increase from 1 RPM to 50 RPM and remains about constant up to 200 RPM. A maximum operating

speed of 180 RPM is not too fast a standard to build into the equipment. (2) As a second illustration we may cite certain important Naval anti-aircraft firecontrol equipment which was so designed that one operator had to kneel or squat in order to have access to a vertically located panel. It was more practical in this case to design and install a platform, which would raise the equipment and some of the crew and allow the control panel operator to stand, than to halt production for a fundamental redesigning job. The psychological group that dealt with this problem was located at an installation where preproduction models of firecontrol equipment were available. It was the task of this group to work out the operating doctrine for the equipment and to make necessary suggestions for modifications of design to meet operator needs. The result was not only some important improvement of equipment but, more important relatively, an operator's manual, as opposed to a maintenance manual, which went with each director when it was installed aboard ship. Work of this character served to underline for all Services the great importance of distinguishing between technical maintenance manuals and training in maintenance on the one hand and operator manuals and the training of operators on the other hand. That the contributions were important for the war is indicated by the statement of a responsible officer to the effect that such work saved the Navy at least 12 months' time over previous procedures in the efficient use of new fire-control directors.

The Project that prepared the operator's manuals also did other research that pointed the way for the experimental analysis of firecontrol training problems. Figure 4 shows how the tracking of an aerial target from a stationary platform varies with the range of the target and with the degree of operator training. Targets of opportunity at elevations below 40° were used. The curves represent the average performance of four relatively untrained men who tracked for an average of 10 minutes per day. No other tracking practice was allowed during the experiment. Ranges were secured by radar, and tracking accuracy was determined with a check sight. Other results could be given for tracking from a rolling platform. Such curves give a factual basis, as opposed to an impressionistic one, for

deciding how much tracking training men need and for indicating which ranges need the most training.

Let us consider briefly another illustration of psychological work in the field of firecontrol, this time the problem of the panoramic sight used by the Field Artillery. Military experience both in training and in the field indicated a high frequency of 100 mil errors in azimuth and elevation (which means, in azimuth, missing a target by 1,000 yards at a range of 10,000 yards). The psychologists who were asked to investigate the problem were able to

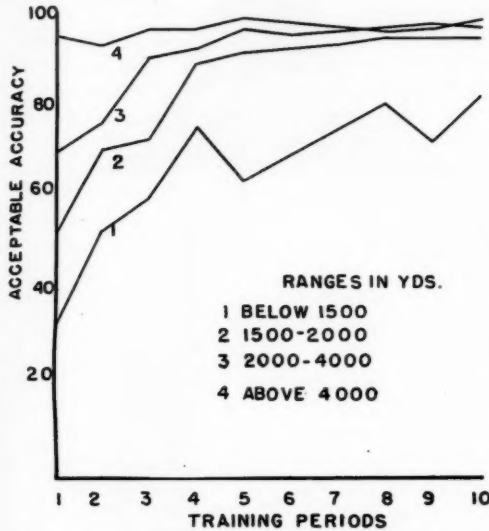


FIG. 4. VARIATION IN TRACKING ACCURACY WITH TARGET RANGE AND AMOUNT OF TRAINING

analyze the complex situation at the battery to show that of the various factors contributing to such errors one of the most important was the nature of the scales used on the panoramic sight. There are two scales on this sight, one reading in 1000's and 100's of mils and the other reading in units and 10's. Thus if the azimuth setting is 1787, the operator must read 17 on one scale and 87 on the other. The scales themselves are of the micrometer type where a pointer indicates the value to be read as shown in Figure 5A. The setting here should be read as 1787, but men were prone to read it as 1887. To meet this one particular point, and many

others needed to be met, an odometer type scale was constructed and tested with definitely favorable results. With such a scale, represented in Figure 5B, there was very little chance that the setting would be misread. The war ended before the scale was put in final form for production, but the psychological principles involved should have an influence on future developments.

The final illustration that I shall present of the type of psychological problem arising in the field of firecontrol concerns the pedestal sight in remote controlled systems of (aviation) flexible gunnery. In this system the gunner tracks and ranges the

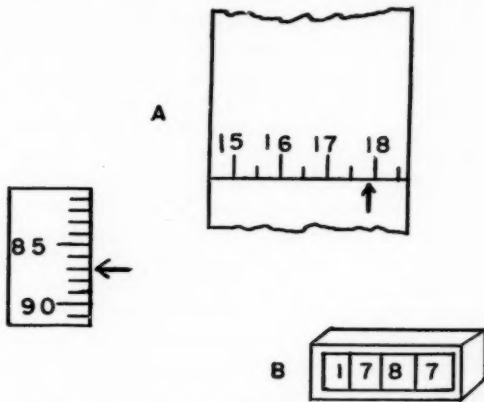


FIG. 5. MICROMETER (A) AND ODOMETER (B) TYPE SCALES ILLUSTRATING THE DIFFERENCE IN DIFFICULTY OF READING A SETTING OF 1787 MILS

target with his sight; triggering fires guns that are located in uninhabited turrets. In operation it is necessary to track the target accurately with one type of hand-movement, to use another type of movement to range, and still another to trigger. This is too much, particularly when there is added the fact that certain gunners must kneel or squat during the operation! The simple solution in the latter case is to provide a small seat designed especially to meet the location. However, the problem of analyzing the use of the sight is quite another matter. Here it is necessary to set up elaborate equipment simulating flexible gunnery target conditions and to provide accurate mechanical means for recording the operator's performance. The analysis of results so secured has shown the

relative accuracy of tracking and ranging as well as the effects of triggering upon those performances. Interestingly enough it was discovered that gunners have rhythms of firing with the result that they tend to fire whether they are on the target or not. The practical outcome of such experimental analyses of performance comes in the following: (1) the redesign and relocation of the controls for the sight in order to improve operator efficiency, (2) revised instructions on triggering procedures, and (3) the establishment of general methods for the operational analysis of new equipment. Concerning this last item, one comment may well be made and stressed. There is a very real difference between the tests that should be made for the acceptability of equipment from the engineering point of view and from the military operator's point of view. It is not enough to demonstrate that the machine will perform according to specifications when in the hands of a skilled technician. It is necessary (1) to have the equipment tested by having it operated under field conditions by a sample group of operators typical of those who will later use it and (2) to have adequate objective records of these tests. (Even so simple and precise an instrument as binoculars cannot be assumed to increase efficiency over that of the naked eye to the extent predicted by the optics involved. Only careful operator tests can supply the correct answer.)

COMMUNICATIONS

The next group of psychological contributions to the war which we are to consider concerns the field of communications. No argument needs to be made to establish the extraordinary importance of adequate communications in military activities. Intercommunication systems within ships and planes, telephone and code between units and between units and bases are required if activities are to be coordinated. If this area appeals to you at first as one solely concerned with physics and engineering, let me counteract that impression by reminding you that communications equipment exists only to send human speech to human ears or for code operators to send signals to code receivers. The peculiarities of human hearing (and, in some cases, of human vision), speech, and code operation are therefore vital in the system.

At the time of the selection and classification of

the personnel of the USS New Jersey, tests for telephone talkers were used. These tests and their successors rate men as acceptable or not acceptable in speech intelligibility. Many men are unintelli-

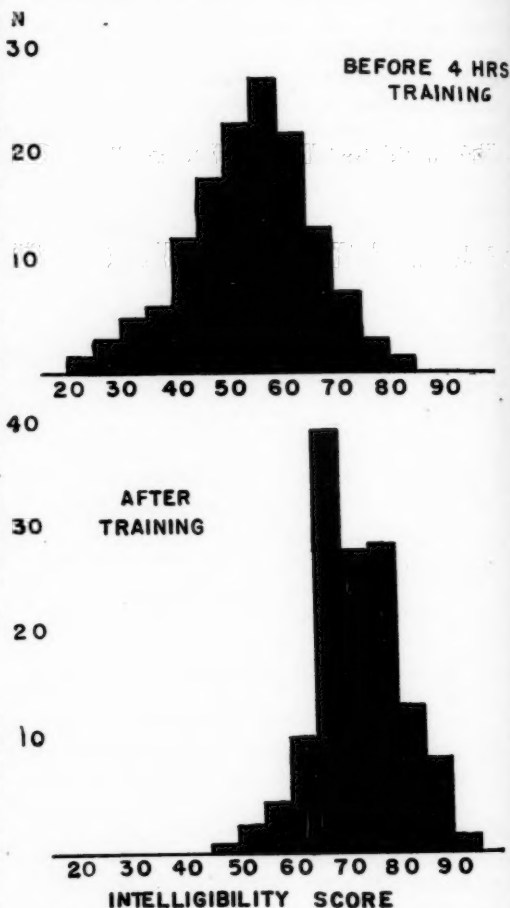


FIG. 6. IMPROVEMENT IN SPEECH INTELLIGIBILITY OF 141 STUDENT PILOTS AFTER A STANDARD 4-HOUR TRAINING COURSE

gible over the 'phones for one or all of the following reasons: (1) total lack of experience in the use of any telephone; (2) faulty articulation and intensity of speech; (3) ignorance of how best to hold the microphone; (4) the use of commands or messages which contain easily misunderstood words; and (5)

faulty equipment. The consequences of unintelligible speech communications are so serious that NDRC was asked at an early date to undertake research in this area. Preliminary efforts had little success in improving speech intelligibility, and it was only after research results began to come in on the factors involved that a successful training program could be formulated for the Navy and the Army Air Forces. Figure 6 shows how great an improvement in intelligibility can be produced by the carefully organized 4-hour training program which was set up for the AAF. A high-ranking officer in the Signal Corps has said that the work for the Army Air Forces "has developed training methods by means of which intelligibility over the interphone and radio telephone may be increased on the average as much as 25 per cent. . . . It should be indicated that an average increase of 25 per cent in intelligibility is greater than the increase that has been obtained in recent months [1944] through costly changes in equipment. . . . Standardized procedures should not only contribute to aircrew efficiency but should also provide the basic content for instructional courses in Replacement Training Units."

Psychological work has often shown that the efficient operation of equipment may be greatly hindered by apparently trivial and minor human factors. It took experiments to show, and to convince authorities, that there was a best way to hold a hand microphone in order to transmit intelligible speech under conditions of ambient noise. The microphone should be held in front of the mouth and actually touching the lips. It should not be held diagonally to the mouth or several inches away.

Psychologists in three divisions of NDRC cooperated in preparing a telephone talkers manual for the Submarine Service. With the cooperation of Naval officers, a complete list of telephoned commands and responses used aboard ship was secured and tested for intelligibility in the laboratory under simulated noise conditions. The result was: (1) a recommendation of standard commands containing well-selected words to replace a system where each skipper determined the usage on his own ship (with the result that new personnel trained on other ships were prone to commit serious errors); and (2) the initiation of shore based telephone talker training, using real equipment, recommended

terminology, proper speech procedures, and simulated noise conditions. Some of the psychologists who conducted these programs were later to serve as advisers in the Operational Training Command Pacific and with the Pacific Fleet, and other psychologists went into the South and Central Pacific for the AAF.

The following is a quotation from a personal communication received from one of the psychologists who did extensive work on communication problems for the Services: "Psycho-acoustic studies on the intelligibility of radio transmission disclosed that the rule for packaging speech is to snip the tops off the large speech waves and amplify the small ones. The large waves are the vowel sounds, and they are easy to understand in spite of severe distortion. The small waves are the consonants. They are the critical sounds that enable us to tell *tape* from *take* from *bake* from *shape* from *shake*. They are the sounds that must be carefully preserved and amplified in transmission. . . . Forty per cent distortion from clipping is not sweet to the ear, but with amounts as great as this it has been possible to stretch the usable length of the radio beam to double its normal range. All this was the result of tailoring speech and radio procedures to the requirements of the human ear."

There is another widely used area of military communications to which psychologists have contributed significantly, that of radio code receiving and sending where operators have been needed in large numbers. During the 1920's the Signal Corps developed a test for the selection of men with code aptitude, but the validity of the test when correlated with graduation from training was only about 0.3. Psychologists during the War constructed a "speed of response" test for selection purposes which had a validity of 0.5 and which was adopted by the Army and Navy. This group test (total time 35 minutes) first teaches men to receive three easy letters in code and then tests their ability to receive these letters at higher and higher speeds. There was an important positive relationship between ability on this test and ability to qualify as an operator which was not true of general intelligence tests or mechanical ability tests.

Once the prospective code operators are selected, how can they be most rapidly trained? In experiments on conditioned reflexes and learning,

psychologists long ago demonstrated that the most rapid learning occurs if knowledge of results (punishment or reward) is given to the subject immediately after his performance. This is a fundamental factor applicable to all military training. In the case of code learning, the traditional method was to present a whole series of signals before the subject knew whether or not his identifications of the signals were right or wrong. The better method is the "code-voice" procedure established by psychologists and accepted in the Services. Here the code signal is given; the subject is allowed a few seconds to write down the appropriate symbol; and then the correct symbol is given by the instructor. The subject thus knows immediately whether he is right or wrong.⁴ The experimental results show that the code-voice method reduces the time required by the older method to reach a speed of 5 groups per minute by about 25 per cent. There is another psychological principle of learning, known as the law of the distribution of effort, which was demonstrated to be applicable to code training. Learning and retention are better if work is done for short intervals of time than if it is done for longer periods of time. When the military requirements for code operators were high, some code schools tried to force a speed-up by keeping men at code learning for 7 hours a day in spite of fatigue and boredom. It was not difficult to demonstrate experimentally that men could master code just as rapidly with 4 hours' training per day as with 7 hours, thus freeing 3 hours per day for other duties as well as increasing the morale of the men.

One other psychological contribution to code training should be mentioned, although it is essentially an engineering job. It soon became apparent that it would be very helpful in training if one had a machine which would give an exact record of what the operator *sent*, a machine that would print the English words corresponding to the dots and dashes. Such a record would provide evidence of the type of errors being made: dots too long, dashes too short, space intervals improperly controlled. A Morse Code Actuated Printer electronically controlled was devised, constructed, and improved to the point where it would receive and print in English

up to 80 words per minute, sometimes 100 words per minute, of hand- or tape-sent code. V-J day came too soon for the field use of the equipment which is now in the hands of the Services. The apparatus should be useful not only in training but in the monitoring of low-speed code transmissions where a tape record can be secured in the absence of the human operator.

SELECTION AND TRAINING

We have emphasized earlier in this account that the problems of selection, training, and equipment design are closely interrelated problems no one of which can be adequately treated independently of the others. Tests of night vision, stereopsis, and speech intelligibility are selection devices which aid in the proper placement of men for training and field performance. The work on telephone talkers and on code communication also furnished us illustrations of training problems. Much more, however, needs to be said in order even to suggest the great range of psychological effort in this field. Not only did the number of men tested run in the millions, including the Army, the Navy, the two Air Forces, the Marines, the Coast Guard, and the Submarine and Maritime Services, but the total number of tests of general ability, special aptitude, and special achievement which were constructed, standardized, and evaluated represents a remarkable extension of the personnel procedures whose military usefulness was demonstrated in World War I. The psychologists of the Adjutant General's Office alone produced over 600 research reports in this area, and the psychologists of the Bureau of Naval Personnel added their large contribution.

Psychological teams studied the training courses given to various naval gun crews, to engine room personnel on various types of ships, and to .50 caliber machine gunners in the Army. They then produced, in cooperation with military personnel, manuals of organized lesson plans for training. These contributions were new in the area of military psychology, and they were officially distributed and extensively used in the Navy.

It will be necessary to wait for the publication of the technical reports for this whole field of selection and training procedures before such an evaluation of the scientific findings can be made as was possible in 1921 after the publication of the account by R. M. Yerkes entitled "Psychological Examining in the

⁴The application of this principle was also demonstrated in connection with the estimation of range of air targets. Men, on the (training) firing line, can quickly improve their range estimation if the correct range as secured by radar is given them immediately after each estimation.

United States Army" (*Memoirs of the National Academy of Sciences*, vol. 15). It is possible even now, however, to report certain significant accomplishments in the field.

The Army Air Force psychologists, working under the Office of the Air Surgeon, concentrated their efforts on the selection of pilots, bombardiers, and navigators, including recommendations for aircrew training assignment. All applicants for aviation cadet training had first to pass a qualifying examination after which they were given a Classifi-

and elimination from primary pilot training for 153,000 cases before the use of a minimal qualifying score of 6. Approximately 79 per cent of men who scored 1 were eliminated, whereas only 4 per cent were eliminated of those whose score was 9. The relationship between stanine score and success in pilot training as shown in the figure constitutes a partial validation of the test battery, since it shows a direct relationship between test score and ability to complete the training program. Similar graphs could be presented for bombardiers and navigators.

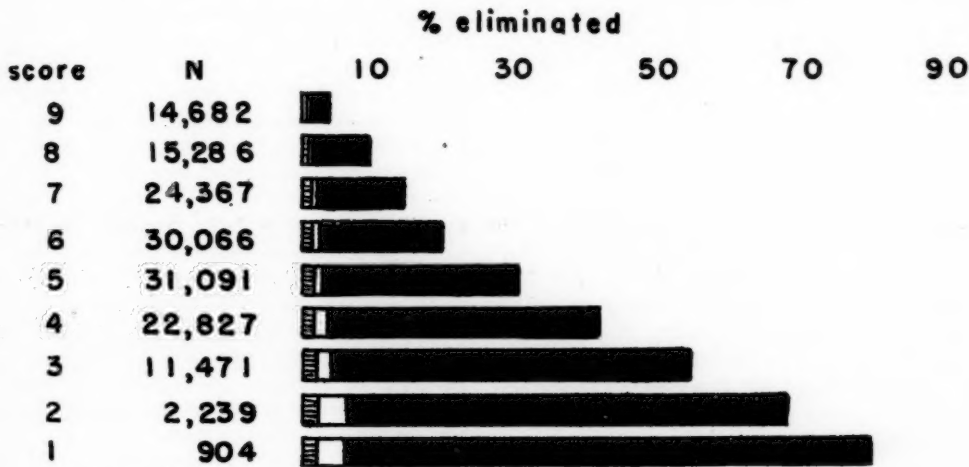


FIG. 7. THE PERCENTAGE OF 153,000 CASES ELIMINATED FROM PRIMARY PILOT TRAINING PLOTTED AS A FUNCTION OF STANINE SCORE

Black indicates elimination for flying deficiency; white, elimination for fear or at own request; and cross-hatched, elimination for other reasons. The overall elimination rate was 25 per cent. Based on an article by Staff, Psychological Section, AAF Training Command, *Psychol. Bull.*, 1945, 42, fig. 1.

cation Test Battery whose scores were expressed on a nine-point scale based on half standard deviation units for a normally distributed group. These "stanine" scores then afforded one basis for assignment. "The general trend of changes in minimum qualifying scores has been one of progressively cutting off more and more individuals, until only about half of the applicants who are tested now qualify [1945] for one or more of the Aircrew Officer specialties."⁵

Figure 7 shows the relation between stanine score

⁵ Staff, Psychological Section, Office of the Air Surgeon. Psychological activities in the Training Command, Army Air Forces. *Psychol. Bull.*, 1945, 42, 37-54.

In the above case as with all selection tests, it is clearly recognized by psychologists that there are two important validities to consider: (1) prediction of achievement during training and (2) prediction of performance in the field after "graduation." Military circumstances have made it necessary to deal primarily with the first type of validation, and here the results have been satisfactory. The Stanine Tests do predict training achievement as do also the Code Aptitude and General Classification Tests, for example. It is a good assumption that men who are well trained will perform their functions well afterwards. Efforts have been made in the Army and Navy Air Forces (and perhaps

elsewhere) to secure combat validation data, but so far no reports of the results have been made available. Combat validation data will always be difficult to secure and even more difficult to interpret because of the many variables involved. The danger is that in the absence of this type of exciting criterion, the Services and the psychologists will be content with something less than a rigorous search for measures of achievement against which to validate selection tests and training procedures. During most of the war, the tradition of military psychology and the pressure of the military program led to such an emphasis upon (selection) procurement that validating criteria other than "school" performance were rarely secured. Great emphasis should have been placed from the start on the development of achievement measures, whereas the importance of the problem was only officially recognized late in the war.

As an example of what was done in the search for objective criteria of performance, a study of aerial navigator achievement may be cited. (The Code Achievement Test is also an example from another field.) A Navigator Proficiency Test was constructed which emphasized not theory but techniques, procedures, and judgment. Pilotage was examined in a test which utilized aerial photographs and related maps in a manner to simulate flight along a given course. Map reading and dead reckoning were tested through a motion picture test based on flight conditions. To these were added a test of performance in the air. "The technique developed by the Project requires that a mission be flown by a number of planes in formation so that the student in each plane encounters the same conditions of flight. Two expert navigators fly with the formation to obtain the data from which student logs can be evaluated. . . . To insure a reliable measure of performance, the mission is divided into four parts which are evaluated independently. . . . The application [of certain statistical procedures to the data] has demonstrated that the primary source of error in determining the course flown is to be found in only one of the three major operations. On the basis of this study [the Project] recommended that navigation schools place more emphasis on certain training procedures and that modifications be made in certain naviga-

tion instruments."⁶ When this report was published the analysis of the data was still in progress, but the result should be a better validation of the stanine selection test for navigators as well as the setting of a standard of performance in terms of which training progress can be evaluated.

What even a moderate success in devising and validating selection tests may mean from the manpower point of view is well stated by Col. Marion W. Richardson, Classification and Replacement Branch, AGO, in connection with aptitude tests: "In one study in which a thorough follow-up was possible, 29% of all trainees in Ordnance Automotive Courses were found sufficiently qualified to by-pass the first third of a 12-week training course, and possessed sufficiently high scores on the predictive tests to justify the accelerated program. During six months in one training installation alone, 8,000 man-days of training time were saved, in addition to the time of the trainers. The latter was, at this time, important. Moreover checks by achievement tests showed that those identified as able to take the accelerated program were significantly superior to those in the full program. The total time saved in this program alone is estimated to be not less than 2,000 man-years, exclusive of trainers and training overhead."⁷

Not infrequently in the Services, and in industry and the colleges, one encounters the view that men can be selected by interview procedures better than by psychological tests. The interview, so it is said, enables due weight to be given to hobbies, athletic records, impressions of personality, and general cultural background. In this connection an interesting study was made for the Navy by NDRC psychologists on the relative merits of tests and interviews in predicting success in Electrician's Mates Schools on the basis of some 3,500 cases drawn from 58 service-school classes. The Quality Classification Interviewer assigned men to one of four categories of acceptability. The psychological tests used were the Navy GCT, an Electrical Knowledge Test, and an Arithmetical Reasoning Test. The results indicated that the total test scores were

⁶ Staff, Psychological Research Project (Navigator). History, organization and research activities Psychological Research Project (Navigator) Army Air Forces. *Psychol. Bull.*, 1945, 42, 751-759.

⁷ Quoted from: Proceedings of the Army-Navy-OSRD Conference on Psychological Problems in Military Training. August 15 and 16, 1945.

better than the Quality Classification in predicting school grades and standing at graduation, in spite of the fact that the interviewers were influenced by some knowledge of test scores. The best results are secured when both tests scores and interviewer ratings are taken into account; but if one or the other must be used alone, the test results are definitely superior to the interviews in predictive value.

It was recognized early in the war that it would be extremely helpful if some method could be devised for the rapid identification of men who could not stand the emotional strain of combat. Neuropsychiatric rates were running at a high level, and a great shortage of psychiatrists seriously complicated the picture. In 1942 when this problem was referred to the psychologists of NDRC, it was decided to attack only one phase of the problem, viz., the construction of a group test which would identify

taining 20 highly significant items which can be administered in 10 minutes. The items are presented in pairs, and the subject is required to select one of the pair as more descriptive of himself than the other.

Since the Personal Inventory rates men on undesirable traits, a low score is better than a high one. Table 1 gives the average scores made on the long form of the test by certain military groups. The Inventory was not designed to reveal the nature of the inadequate personality but to serve as a rapid and practical method of identifying those cases

TABLE 1
Average Personal Inventory Scores for Certain Military Groups

NO. OF CASES	GROUP	AVE. SCORE	SIGMA
276	Commissioned officers	6.4	3.9
646	Officer candidates	7.4	4.6
189	Men approved by psychiatrist	8.3	4.3
1,512	Regular recruits	9.3	4.6
74	Psychiatrically disapproved men	14.6	8.4
301	Psychiatric rejects	21.6	11.0

men who should be referred to the psychiatrist for further examination. The first step was to assemble a group of men (including both normal and breakdown cases) and to give them a wide variety of apparently relevant tests in the hope that some leads for further development could be uncovered. It was finally possible to present a test, known as the Personal Inventory, which had a sufficiently high practical value to warrant its adoption and widespread use in some of the Services. A somewhat similar test, termed the Cornell Service Index, was developed by psychologists working under the Committee for Medical Research, and some independent work was done on the problem by the Army.

There are two forms of the Personal Inventory: (1) a long form containing 145 items, of which 60 are significant in the scoring, and requiring 45 minutes to administer; and (2) a short form con-

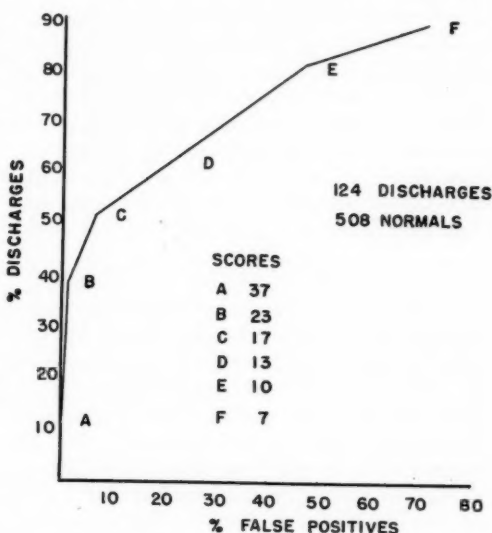


FIG. 8. SCORES ON THE PERSONAL INVENTORY IN RELATION TO THE PERCENTAGE OF DISCHARGE CASES AND FALSE POSITIVES (NORMALS) INCLUDED AT DIFFERENT LEVELS

most in need of psychiatric examination. If there were enough good psychiatrists available and enough time for them to work, the best method would be to have all men examined. Barring these conditions, it is possible in 10 minutes to give the Personal Inventory to a group of men and then to refer to the psychiatrists all who score above any chosen level. The higher the score level chosen as critical for psychiatric reference, the fewer will be the normal men included and the greater the proportion of psychiatric undesirables. This general relationship is shown in Figure 8. At one time during the standardization of the test, it was given to a general

sample of 1,062 men all of whom were examined two months later by psychiatrists. The men scoring above the critical score constituted 53 per cent of the psychiatric rejects, and less than 7 per cent of the men above the critical score were classified by the psychiatrist as normal. It is remarkable and unexpected that a 10-minute paper and pencil test can accomplish so much. A similar result was secured when the Inventory was applied to a sample of 1,079 men who were beginning training as paratroopers. A priori, one would expect that emotional stability would be an important factor making for success in this field. The result indicated that if a score of 20 on the long form of the Inventory is taken as the critical score, only 7 per cent of potential graduates would score higher, whereas 27 per cent of potential failures would be identified. Much peacetime research needs to be done in the area of personality inventories not only for the improvement of the tests as selection devices but, even more important, for the illumination of the fundamental traits of personality.

CONCLUSION

Perhaps the end of this war will mean the end of all global war. We have the right to hope that this is true, and we have the duty to work to make it true! There remains, however, an enduring obligation placed on the military authorities to safeguard this nation against future attack. The psychological contributions, which have been so briefly and inadequately reviewed in this lecture, point to certain specific activities which should be continued by the Services, indeed which are being continued at present in Service bureaus and laboratories:

- (1) Research and development of selection tests, to which should be added a study of the possibility of coordinating the whole testing program of the different Services.

- (2) The standardization of objective measures of achievement for all primary operations with equipment in order to afford a satisfactory basis for determining the adequacy of selection and training procedures.
- (3) The study of the role of the human factor in the design and operation of all types of new equipment utilizing the joint efforts of experimental psychologists and engineers. (The determination of whether or not there is a human factor problem involved should not be left to the offhand judgment of materiel men!)
- (4) The evaluation of synthetic trainers which should be constructed for much of the new equipment. World War II saw a great variety of such trainers used; but it has been demonstrated: (a) that they are seldom tested to determine whether or not good performance on the trainer actually helps to attain good performance on the real gear; (b) that they often violate well established psychological principles in their design and operation; (c) that there is a tendency to use them as *selection* devices, although such a use demands justification by facts rather than by opinions; and (d) that men are assigned to work with the trainers for a given number of hours without first determining by experiment how many hours can be profitably required. Such problems can best be solved during peacetime when it is not so serious if training schedules are interrupted in order to determine the facts on which an adequate training program must be based.

Future preparedness requires that the Services, during the coming days of peace, give as careful scientific attention to human factor problems as they are certain to give to the problems of physical equipment.

PROCEEDINGS OF THE FIFTY-FOURTH ANNUAL MEETING OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION, INC., PHILADELPHIA, PENNSYLVANIA

September 3, 4, 5, 6, 7, 1946

REPORT OF THE RECORDING SECRETARY

DONALD G. MARQUIS

University of Michigan

THE annual meeting of the Council of Representatives of the American Psychological Association was called to order at 8:15 P.M., Wednesday, September 4, 1946, by President Henry E. Garrett in Room 201, Bennett Hall, University of Pennsylvania. The Board of Directors of the Association had been in session throughout the two preceding days for discussion and formulation of the agenda.

1. The Proceedings of the Special Business Meeting of the Council of Representatives, December 29, 1945, Columbus, Ohio, were approved as printed in the *AMERICAN PSYCHOLOGIST*, 1946, 1, 35-43.

The Recording Secretary announced the following actions taken subsequent to the last meeting of the Council:

2. The Council elected, by mail ballot from nominations by the Committee on Publications, Laurance F. Shaffer, Editor of the *Journal of Consulting Psychology* for a term of six years 1947-52, and Herbert S. Conrad, Editor of the *Applied Psychology Monographs* for a term of six years 1947-52.

3. The Board of Directors, in accordance with item 12 of the Proceedings of the meeting of December 29, 1945, appointed the following to the Committee on the American Board of Examiners in Professional Psychology: Carlyle F. Jacobsen, Chairman, Marion A. Bills, Alice I. Bryan, John G. Darley, William A. Hunt, John G. Jenkins, Laurance F. Shaffer, David Shakow, Carroll L. Shartle.

4. The Board of Directors, by mail ballot in April, 1946, voted to appropriate \$300 for additional expenses of the Policy and Planning Board.

5. The Board of Directors adopted in March, 1946, the following resolution:

Resolved, That the American Psychological Association endorses the principle and the constitution of the United Nations Educational, Scientific and Cultural Organization, and that it offers to the Department of State its support in achieving the high purposes expressed in that constitution.

6. The Board of Directors authorized the Executive Secretary, at his discretion, to make available to qualified agencies the results of reports by the Committee on Scientific and Professional Ethics.

7. The Board of Directors nominated a list of psychologists for members of a panel of consultants to the Veterans Administration.

8. The Board of Directors nominated a list of psychologists for members of a panel of consultants to the United States Public Health Service.

9. The President of the Association made the following appointments during the past year:

a. Verner M. Sims as representative of the Association at the Fiftieth Anniversary Celebration of the founding of Alabama College.

b. Malcolm Preston as delegate to the Fiftieth Annual Meeting of the American Academy of Political and Social Science at Philadelphia, Pennsylvania.

c. Karl Zener as delegate to the Sesquicentennial celebration of the University of North Carolina.

d. Albert S. Raubenheimer as representative at the inauguration of the President of Occidental College.

10. The report of the Election Committee, A. T. Poffenberger, Chairman, was accepted and ordered printed in the proceedings (see page 503). The Election Committee reported the results of the mail ballot of the members of the Association as follows:

President-elect (1946-47); Donald G. Marquis
Representative of Region I (1946-49): Carl I. Hovland

Representative of Region IV (1946-49): Kenneth W. Spence

Representative of Region VII (1946-49): K. F. Muenzinger

A list of all officers of the APA and of the divisions is printed on pages 533-536.

11. The Executive Secretary reported the following changes in membership during the past year:

Deaths reported since the 1945 meeting:

FELLOWS

Roswell P. Angier, June 24, 1946
William C. Bagley, July 1, 1946
Mary B. Eyre, January 24, 1946
S. C. Garrison, January 18, 1945
Ernest R. Groves, August, 1946
C. F. Malmberg, October 30, 1945
Francis N. Maxfield, November 10, 1945
George R. Montgomery, November 29, 1945
Josiah Morse, March 22, 1946
Mary Shirley, June 11, 1946
Mary Vanuxem, November 5, 1945
Clarence S. Yoakum, November 20, 1945

ASSOCIATES

Delmer E. Batcheller, August 31, 1944
Thomas Justin Libbin, January 11, 1946
Ernst Thelin, November 9, 1945

The following Fellows have been granted the status of Life Member since the 1945 meeting:

James R. Angell	J. D. Heilman
Madison Bentley	Robert M. Ogden
Frederick S. Breed	Walter B. Pillsbury
Knight Dunlap	R. H. Stetson
Willard C. Gore	J. E. W. Wallin

The following members have resigned, either voluntarily or in accordance with the automatic resignation for nonpayment of dues clause, since the 1945 meeting:

Percy W. Cobb
Frank N. Freeman
Herbert H. Jasper

FELLOWS

Clara Schmitt
Edwin D. Starbuck
Matilde C. Tufts
Albert Walton

ASSOCIATES

Donald C. Arnold	Hiram K. Johnson
Edward N. Barnhart	Walter I. Johnson
Milton J. Bass	Harold Kramer
Robert L. Bolton, Jr.	C. D. Leatherman
Joseph A. Boyle	Margaret C. Letzter
Nancy E. Brandon	Norman M. Locke
Arthur K. Brintnall	Ellen W. Loudenslager
Ruth K. Caille	Mabel Lovett
Veronica S. Cassidy	Frances Botkin Marshall
Dwight Chapman, Jr.	Barbara Harbaugh Mateer
Jane Mustard Chase	Audrey Granneberg Menefee
Harold W. Collier	Joseph S. A. Miller
Vera Thyne Dammann	Ray Starbuck Miller
Frank C. Davis	Garrett W. Morrison
Carley Mayhew Derryberry	Wendell S. Muncie
Virginia Carter Desmond	Craven Donald O'Donnell
R. H. Earhart	Sister Mary Fridiana Peters
Frank R. Elliott	Jack H. Pockrass
Sarah Payne Foxworth	Pearl M. Richmond
S. C. Grossman	Eleanor Louise Robinson
Marie A. Hallinan	Helen E. Scruggs
John W. Hancock	Doris Carrison Sellers
Irene E. Harms	William H. Sheldon
Esther K. Harris	Sylvia S. Silverman
James N. Hillhouse	Alonzo deG. Smith
Myrtle Lucile Hind	A. Merlin Sones
Joseph L. Holmes	Ruth Olson Taplin
Yun Hsia	William R. Thompson
Doncaster G. Humm	Alexander Coxe Williams, Jr.
Robert B. Hunter	Howard E. Wright
Arthur V. Jensen	

The following Associates have been reinstated since the 1945 meeting:

Arthur H. Bernstone	Jacob Kounin
Paul P. Brainard	David Krech
Mary Catherine Evans	Albert P. Maslow
Seymour Thomas Friedman	E. A. Monaghan
W. H. Gray	James T. Morton, Jr.
Mason Haire	Joseph Gerard Phelan
Edward C. Keachie	Victor Raimy
Edward H. Kemp	Jesse Batley Rhinehart
Robert Hampden Knapp	Edward C. Webster
Philip Worchel	

The following Associates elected at the 1945 meeting, by reason of inaccessibility or for other reasons, did not validate their election:

Pauline L. Anderson	Vernon F. Larson
Emanuel K. Beller	Dorothy Martens
Elvira R. Caggiano	James E. McWhorter
Laurie Callicutt	Jorge Gimenez Millas
Nilton Campos	Susanne Poch
Helen J. Clarke	Paul T. Sayers
Frances Douglass	Dorothy R. Schaffner
Elaine R. Dylla	Ralph E. Showalter
Louise Fleming	Alice J. Thurston

Shirley M. Wilcox

12. The Council voted to transfer 23 Associates to the status of Fellow providing confirmation of divisional recommendation is received for each. The individual Fellows will be notified as confirmation from the divisions is received.

13. The Council voted to elect the following 301 persons as Associates.

NAME	DIVISION
Abramovitz, Abraham B.	12
Adams, Eris Lyn	1
Alven, Wesley O.	8
Allen, Alice H.	1
Angevine, Frances W.	1
Appeldoorn, Helen W.	1
Ash, Philip	18
Asher, Pearl H.	1
Assum, Arthur L.	1
Astrachan, Myrtle B.	1
Atlas, Lynne K.	1
Axline, Virginia Mae	1
Baldwin, Marcella V.	1
Balloch, John C.	1
Barclay, Gordon L.	1
Barnes, Thomas C.	6
Bartlett, Kathleen L.	1
Baumgartner, Ruth J.	1
Bell, Alice E.	1
Bell, John E.	1
Bennett, Samuel V.	14
Berger, Emmy A.	8
Berland, Lillian G.	1
Bernard, Walter	1
Biber, Barbara	1
Bishop, Clayton K.	1
Black, Harold E.	1
Blaesser, Willard W.	17
Blum, William D.	1
Boehm, Werner W.	1
Bounger, Catherine J.	1
Bowers, Scott T.	1
Bowes, Norman T.	1
Bowman, Douglas J.	12
Brieland, Donald	1
Brisk, Harriet S.	1

NAME	DIVISION
Broomhead, Elizabeth	1
Brouwer, Paul J.	1
Brown, Elaine May	1
Brown, Robert J.	1
Brundage, Everett G.	1
Cahalan, John D.	1
Callicut, Laurie T.	1
Castaldi, Marie B.	1
Cave, Mary L.	1
Chang, Meng-hsui	1
Chauncey, Henry	1
Christo, Irene J.	1
Clark, Mamie K. P.	1
Clark, Ruth M.	1
Clark, Stephen Cutter, III	1
Clayton, Alfred S.	1
Cohn, Ruth C.	12
Collier, Trann L.	1
Condon, Margaret E.	17
Conway, Albert E.	1
Cooper, Clara C.	1
Crawford, John E.	5
Creager, Nedra M.	1
Curry, A. Stauffer	8
Cutts, Richard A.	12
Danenhower, Harold S.	1
Darcy, Natalie T.	1
Davis, Jacob S.	1
Deese, James E.	1
Dingilian, David H.	12
Dixon, Robert E.	15
Doscher, Luelyne B.	1
Drayer, Adam M.	17
DuPont, Mary K.	1
Eldred, Donald M.	1
Engberg, Mildred E.	1
England, Arthur O.	1
Fairbairn, Margaret E.	1
Faw, Volney E.	1
Feil, Madeleine H.	1
Feldman, Harold	1
Fertsch, Pauline	1
Fiedler, Miriam F.	1
Fine, Reuben	1
Fish, Herman L.	1
Fisher, Jerome	1
Ford, William C.	1
Force, Ronald C.	1
Foster, Grace R.	1
Fowler, Hugh L.	1
Frankel, Esther B.	7
Friedman, Sidney	17
Giblette, Catherine T.	1
Gjerde, Clayton M.	1
Gledhill, Richard E.	1
Golder, Jacob V.	12
Goldman, Alexander	1

NAME	DIVISION	NAME	DIVISION
Goodman, Anna	1	Landsberg, Muriel	1
Goodnick, Benjamin	1	Lash, Frederick M.	1
Graney, Frances M.	12	Lasky, Julian J.	1
Grumer, Morris	17	LaTourelle, Curtis W.	1
Guttman, Lucille R.	16	Lazovik, Aaron D.	1
Hadley, Howard D., Jr.	1	Ledwith, Nettie H.	12
Halperin, Sidney L.	12	Lewin, Herbert S.	1
Halstead, Aline I.	1	Lichtenstein, Parker E.	1
Harris, Frederick P.	17	Lieberman, Leo	1
Hartzler, Ethel N.	1	Lowe, Evelyn C.	1
Haslett, Beatrice W.	1	Lucas, Leon	17
Havel, Joan	1	Lundberg, Donald E.	17
Headlee, Charles R.	6	Madigan, Virginia E.	1
Heisler, Anne R.	12	Magill, John W.	1
Hellersberg, Elizabeth F.	12	Mahler, Walter R.	1
Helmick, John S.	1	Maleski, Alexander A.	17
Herr, Vincent V.	12	Manucia, Charles F.	1
Herrmann, Katherine F.	1	Mapou, Albert	18
Herrold, Kenneth F.	1	Marchand, John G., Jr.	12
Hickman, Norman W.	1	Martin, Glenn C.	5
Hinrichs, William E.	1	Martin, Phyllis L.	1
Hirsh, Ira J.	1	Mason, Clinton C.	15
Hodgson, Gerald L.	1	Mason, Evelyn S.	1
Hoke, Roy E.	1	Mayman, Martin	1
Holway, Alfred H.	1	McKenzie, Francis W.	1
Horan, Mary I.	1	McKittrick, Mark	17
Horrocks, Winifred B.	1	McMurtry, Herbert C.	1
Hughes, Dorothy H.	1	Melville, Stanley D.	1
Ives, Virginia A.	1	Meyer, Mildred R.	16
Jenson, Ralph E.	1	Michael, John F.	1
Johnson, Roswell H.	1	Miklas, Milton J.	1
Johnson, Thelma M.	1	Miles, Otha K.	1
Joly, Richard J.	17	Miller, Fred A.	1
Jones, Helen M.	8	Miller, Harold	17
Jonietz, Alice K.	1	Millikin, Horace L.	1
Juzak, Tatania	1	Milner, Esther	17
Kahan, Janet R.	1	Minami, Hiroshi	1
Kahn, Arthur	1	Mitchell, Glenn E.	1
Kalinkowitz, Bernard N.	1	Mitchell, Philip H.	1
Kassen, Anita L.	8	Mogilner, Vita N.	1
Kates, Solis L.	12	Montgomery, George W., Jr.	12
Kaufman, Ben	1	Moody, Hamilton M.	1
Kern, Donald W.	1	Morris, Mina D.	6
Kessler, Lucille B.	1	Morton, Robert B.	1
Kestin, Krass I.	1	Nahm, Helen	1
King, Henry E.	1	Needham, Irene B.	1
Kleinberg, Rosalyn K.	12	Neilon, Patricia Ann	7
Kleinman, Milton	1	Ofiesh, Gabriel D.	1
Klinkman, M. Helena	12	Oppenheim, Theodore S.	1
Knehr, Charles A.	1	Patton, H. Riley	1
Knutson, Andie L.	1	Pearlman, Samuel	12
Kobler, Frank J.	2	Pearson, Francena L.	1
Kogan, William S.	12	Pease, Katharine	5
Kosofsky, Sidney	1	Peightel, Harry J.	17
Kraemer, Doris R.	1	Pepinsky, Abe	1
Krall, Vita	1	Peters, Sister Richarda	1
Krathwohl, William C.	5	Pheiffer, Chester H.	1
Kris, Ernst	8	Phillips, Leslie	1

NAME	DIVISION	NAME	DIVISION
Plotkin, Lawrence	3	Swan, Robert D.	1
Potechin, Evelyn	5	Sweetland, Anders	1
Priestley, Ehud	1	Tardy, Lauriston H.	17
Randeberg, Ragnvald	1	Thaler, Margaret B.	1
Redfield, Janet E.	7	Thetford, William N.	1
Reed, John D.	1	Tietz, John W.	17
Retholtz, George	5	Trott, Barbara L.	1
Reuder, Mary E.	1	Tyte, Grant E.	1
Reynolds, Zelta B.	1	Umans, Henry Q.	1
Richard, Hilde L.	1	Vaccaro, Joseph J.	1
Ringgold, Arlene V.	1	Varnell, William D.	1
Rioch, Margaret J.	1	Vorhaus, Pauline G.	12
Roeder, Wesley S.	12, 17	Wade, Marjorie	6
Rosen, Ephraim	8	Walshall, Wilson J., Jr.	1
Rosenstein, Juda Louis	1	Weichert, Margot	1
Rotman, Saul R.	12	Weider, Norma N.	1
Rozran, Erwin	18	Weingarten, Erica M.	1
Ruja, Harry	1	Weiss, Aaron	5, 17
Russo, Salvatore	1	Welford, Alan T.	1
Samler, Joseph	1	Wendt, Paul R.	15
Sanborn, Barbara E.	1	Wightman, Ida R.	1
Sanders, Merritt W.	15	Willerman, Ben	8
Schaefer, Justine	1	Willerman, Emily G.	7
Scherer, Isidor W.	1	Williams, Hanna M. S.	1
Schneider, Janet C.	1	Wilson, Alice W.	7
Schofield, Ralph A.	17	Winter, Leopold	1
Schultz, Stella H.	7	Wood, Homer G.	1
Schwartz, Milton M.	1	Wood, Rosemary	1
Schwarz, Saul	17	Wortis, S. Bernard	12
Scott, John P.	1	Young, Eloise S.	1
Seeman, Julius	1	Zalkind, Sheldon S.	1
Seiler, Geraldine F.	1	Zarfoss, Gweneth T.	1
Selig, Kalman	12	Zinn, Louis	17
Senf, Rita	1	Zirkle, George A.	1
Seyfarth, V. Elise	1		
Sheanin, Max	1		
Shefter, Evelyn P.	1		
Sherman, Dorothy M.	17		
Simrall, Dorothy V.	1		
Sinha, Suhrichandra	1		
Smith, Frances E.	1		
Smith, Leo F.	17		
Smith, Max	1		
Smith, Sydney R.	1		
Snidecor, John C.	1		
Spielman, Selma	1		
Stacey, Chalmers L.	2		
Stansbury, Paul W.	1		
Stanton, Mildred B.	1		
Stauffer, John N.	5, 15, 17		
Steiner, Lee R.	1		
Stevens, Elisabeth C.	1		
Stevens, Godfrey D.	16		
Stewart, Barbara M.	1		
Stretch, Grace L.	1		
Suessmilch, Frederick L.	1		
Sumner, Marvin I.	17		
Sutcher, Vernon D.	1		

14. The amendment deleting Section 3 of Article VII which goes into effect at the end of this meeting requires every member of the APA to indicate the division(s) in which he desires membership. A number of members and applicants for membership in the APA desire Association membership but are not interested in division membership. In order to permit Associates to be members of the Association without being members of any division, Council voted to submit the following amendment to mail vote of the members:

Change Sections 2 and 3 of Article VII to read as follows:

- Any member of the Association may apply for membership in one or more divisions under the rules of eligibility and election established by the divisions.
- Associates not expressing a preference for a special division may be Associates without division affiliation.

15. Because the number of members in each division is not yet definite, the Council voted that:

The number of representatives to the Council from each division shall remain the same as the past year, with the exception that the Division of Clinical and Abnormal Psychology shall have the maximum of 6, and that the Division of Psychology of Adulthood and Old Age shall have 2.

16. The Council voted, on nomination by the Board of Directors, that Helen Peak be named Recording Secretary for a term of three years beginning with the termination of this meeting.

17. The Council elected, after nomination by preferential ballot, Laurance F. Shaffer and Clarence H. Graham to membership on the Board of Directors for terms of three years.

18. The Council voted that the Executive Secretary be instructed to include on the mail ballot for election of officers of the Association a brief factual sketch of each candidate, prepared by the Election Committee.

19. In order to expedite action on the election of members by both the Association and the divisions concerned, and in order to permit elections at the winter meeting of the Board, the Council voted:

To delegate authority to the Board of Directors to elect members of the Association.

20. The Executive Secretary announced the automatic affiliation of the Indiana Association of Clinical Psychologists, the Kentucky Psychological Association, the Ohio Psychological Association, and the Wisconsin Association for Applied Psychology.

21. The Council acknowledged the receipt of a petition for affiliation by the Georgia Psychological Association, final action to be taken at the annual meeting in 1947.

22. The Council approved the affiliation of the Connecticut State Psychological Society.

23. The Council voted to hold the fifty-fifth annual meeting of the Association in Detroit, Michigan, September 9-13, 1947.

24. The Council voted to accept the invitation of a joint committee of Boston universities to hold the fifty-sixth annual meeting of the Association in Boston, Massachusetts, September 7-11, 1948.

25. The report of the Policy and Planning Board, Edwin G. Boring, Chairman, was accepted as printed in the *AMERICAN PSYCHOLOGIST*, 1946, 1,

330-335. The next nine items represent actions on recommendations of the report.

26. The Council voted that the President-elect be added to the Program Committee to assist the Committee in arranging general programs and inviting distinguished speakers to address the Association.

27. In order to create a class of Foreign Affiliates the Council voted that the following changes in the By-Laws be submitted to mail vote at the next regular election:

ARTICLE II, Section 7 to be revised as follows:

7. In addition to the regular membership classes there shall be four classes of affiliates. . . . These four classes shall be first, Student Affiliates, second, Division Affiliates, third, State Affiliates, and fourth, Foreign Affiliates.

A new Section of Article II to follow that on State Affiliates:

Foreign Affiliates shall be psychologists who reside in countries other than the United States or the Dominion of Canada, who are not members of the American Psychological Association, but who desire affiliation. A Foreign Affiliate shall be a member of the psychological association of the country in which he resides, or, if no such association exists, shall present evidence of appropriate qualifications. Foreign affiliates shall have such rights and privileges as may be granted by the Council of Representatives, including special rates for journal subscriptions.

Add to Article XXI, Section 1.

. . . Division Affiliates, State Affiliates, and Foreign Affiliates shall be . . .

Add to Article XXI, Section 3.

3. The annual subscription of Division Affiliates, State Affiliates, and Foreign Affiliates (non-members of the Association) shall be . . .

28. The Council voted that a formal invitation be extended through the State Department to appropriate foreign countries to send one or more representatives to attend the annual convention of the APA in 1947.

29. The Council voted that the APA relinquish all claim to the exercise of its option to purchase the stock of the Psychological Corporation.

30. The Council voted that the Executive Secretary arrange for the preparation and publication of a booklet on "Careers in Psychology."

31. The Council voted that the central office be authorized to conduct surveys and limited researches on problems of psychology as a profession, but that the APA should not at present embark on a general program of grants-in-aid.

32. The Council voted that the Association record its support of the activities of the Social Science Research Council in the development of federal legislation for a National Science Foundation, and that the SSRC be urged to continue its leadership in this area by such projects as the preparation of a general report on social science research.

33. The Council voted that the Executive Secretary be authorized to arrange cooperatively for the preparation of a general report on social science research.

34. The Council voted that a Committee of University Department Chairmen be constituted from the chairmen, or their representatives, of the departments of psychology in those universities which have conferred ten or more doctoral degrees in psychology during the period 1934 to 1942 as listed by E. L. Smith, *American Journal of Psychology*, 1944, 57, 95; that the Committee be authorized to increase or decrease its membership; and that the Committee study its field of activity and consider plans for formation of an independent Association of Graduate Departments of Psychology, or a permanent Committee of the Association.

35. The Council elected Clarence H. Graham, Robert R. Sears, and David Shakow members of the Policy and Planning Board for terms of three years.

36. The report of the Committee on Committees, John G. Darley, Chairman, was accepted and ordered printed in the proceedings (see page 504).

37. The Council elected J. P. Guilford to the Committee on Committees for the term 1946-51.

38. The report of the Finance Committee, Willard L. Valentine, Chairman, was accepted and ordered printed in the proceedings (see page 505).

39. The Council reelected to the Finance Committee Willard L. Valentine, Chairman, Marion A. Bills, Leonard Carmichael, Samuel W. Fernberger, C. M. Louttit.

40. The report of the Convention Program Com-

mittee, Carl I. Hovland, Chairman, was accepted and ordered printed in the proceedings (see page 505).

41. The Council elected Irvin L. Child to the Convention Program Committee for the term 1946-49, and George A. Kelly for the term 1946-48 replacing Carl I. Hovland, resigned, and designated Douglas Fryer as Chairman.

42. The report of the Committee on Scientific and Professional Ethics, Calvin P. Stone, Chairman, was accepted.

43. The Council elected Gordon W. Allport Chairman of the Committee on Scientific and Professional Ethics, and elected Edwin Ghiselli member for the term 1946-51.

44. The report of the Committee on Student Affiliates, John Peatman, Chairman, was accepted and ordered printed in the proceedings (see page 506).

45. On recommendation of the Board of Directors, the Council modified slightly the recommendations of the Committee and approved the following procedures for the election of Student Affiliates:

- a. That each application for Student Affiliateship shall be endorsed by a member of the APA.
- b. That there shall be a three-year time limit on Student Affiliateship, provided, however, that a Student Affiliate may reapply for Affiliateship for a second three-year period if at the end of the first three years he or she is not eligible for Associate Membership.

46. The Council elected Stuart W. Cook Chairman of the Committee on Student Affiliates, and elected Walter Shipley member for the term 1946-51.

47. The report of the Committee on Public Relations, Robert R. Sears, Chairman, was accepted and ordered printed in the proceedings (see page 507).

48. The Council elected Alice I. Bryan Chairman of the Committee on Public Relations, and elected Daniel Katz member for the term 1946-49.

49. The report of the Board of Editors, John E. Anderson, Chairman, was accepted and ordered printed in the proceedings (see page 507).

50. The report of the Committee on Publications, William A. Hunt, Chairman, was accepted and ordered printed in the proceedings (see page 508).

51. The Council voted that the Association accept the gift from the Williams and Wilkins Company

of the *Journal of Comparative Psychology*, and that the journal be published by the Association with the name, *Journal of Comparative and Physiological Psychology*.

52. The Council elected the following editors from nominations submitted by the Committee on Publications.

Carroll C. Pratt, *Psychological Review*, 1948-53.

Lyle H. Lanier, *Psychological Bulletin*, 1947-52.

Calvin P. Stone, *Journal of Comparative and Physiological Psychology*, 1947-52.

53. The Council voted to request the Committee on Publications in the future to submit at least four nominations for each editorial position requiring election.

54. The Council elected to the Committee on Publications John F. Dashiell for the term 1946-49, Francis W. Irwin for the term 1946-48 replacing John E. Anderson, resigned, and Frank A. Beach for the term 1946-49.

55. The report of the Committee on Location of the Central Office, Willard L. Valentine, Chairman, was accepted and ordered printed in the proceedings (see page 509) and the Committee was discharged with thanks.

56. In view of the possibility that the APA central office could be located in the projected Washington building of the American Association for the Advancement of Science, the Council voted that the Treasurer be instructed to establish a fund to be known as the Building Fund, to receive individual contributions to the Fund, and to appropriate \$5,000 from the 1947 budget to this Fund.

57. The Council also voted to instruct the Treasurer to make a contribution of \$5,000 in the name of the Association to the permanent building fund of the AAAS.

58. The report of the Committee on Precautions in Animal Experimentation, Frank A. Beach, Chairman, was accepted and ordered printed in the proceedings (see page 509).

59. The Council voted that the Association accept the invitation to become a member of the newly organized National Society for Medical Research, an organization sponsored by the Association of American Medical Colleges to combat antivivisection activities.

60. The Council elected Robert Bruce a member

of the Committee on Precautions in Animal Experimentation to replace Roger Loucks.

61. The Committee on Audio-Visual Aids, Clarence R. Carpenter, Chairman, was continued with its present membership.

62. The report of the Committee on Graduate and Professional Training, Sidney L. Pressey, Chairman, was accepted and ordered printed in the proceedings (see page 509).

63. The Council voted to reconstitute the Committee on Graduate and Professional Training with Robert R. Sears, Chairman, John G. Darley, E. Lowell Kelly, Elaine Kinder, Jean W. Macfarlane, Donald G. Marquis, Bruce V. Moore, Sidney L. Pressey, Marion W. Richardson, and Carroll L. Shartle as members.

64. In view of present and anticipated requests that the Association provide lists of approved universities for specialized graduate training, the Council voted that the Committee on Graduate and Professional Training be requested to prepare further information on departments of instruction and programs of training.

65. The report of the Committee on the American Board of Examiners in Professional Psychology, Carlyle F. Jacobsen, Chairman, was accepted and ordered printed in the proceedings (see page 510).

66. The Council voted to approve the establishment of an independently incorporated American Board of Examiners in Professional Psychology.

67. In order to bring the By-Laws of the Association into accord with the recommendations of the Committee on the American Board of Examiners in Professional Psychology the Council voted to submit the following amendment to the membership by mail ballot:

That Article XIX of the By-Laws of the Association be repealed, and Articles XX to XXII be renumbered XIX to XXI.

68. Following extensive discussion of the method of selecting nominees to the American Board of Examiners in Professional Psychology, the Council voted to table the election of nominees until the Board of Directors receives assurance from the divisions concerned that they approve the essential features of the proposed American Board of Examiners in Professional Psychology, to instruct the Board of Directors to secure nominations from each

of the divisions concerned, and to submit a slate for election by Council in a mail ballot.

69. The report of the Committee on Standards for Psychological Service Centers, was accepted and ordered printed in the proceedings (see page 517).

70. The Council voted that the Committee on Standards for Psychological Service Centers be reconstituted with Wm. Clark Trow, Chairman, Jerry W. Carter, Jr., and additional members to be selected by the Chairman; and that the Committee be asked to prepare and submit to the Board of Directors a directory of psychological service centers.

71. The report of the Committee on Utilization in Psychology of Surplus War Materials, Arthur W. Melton, Chairman, was accepted and ordered printed in the proceedings (see page 519) and the Committee was continued without change.

72. The Report of the Committee on Clinical Psychology, Laurance F. Shaffer, Chairman, was accepted and ordered printed in the proceedings (see page 520). The Council voted to approve the report, with the recognition that Paragraph 5 represents a desirable objective but one that neither psychology nor psychiatry can at present expect to attain.

73. The Council elected James G. Miller to the Committee on Clinical Psychology to replace Stuart W. Cook.

74. The report of the Committee on International Planning in Psychology, Herbert S. Langfeld, Chairman, was accepted and ordered printed in the proceedings (see page 522), and the Committee was continued without change.

75. The report of the Committee on Divisional Organization, Ernest R. Hilgard, Chairman, was accepted and ordered printed in the proceedings (see page 523), and the Committee was discharged with thanks.

76. The report of Willard C. Olson and Jean W. Macfarlane, Representatives to the American Association for the Advancement of Science, was accepted and ordered printed in the proceedings (see page 524), and the Representatives were reelected.

77. The report of A. Irving Hallowell, Chairman, and Charles W. Bray, Vice-chairman, of the Division of Anthropology and Psychology, National Research Council, was accepted and ordered printed in the proceedings (see page 525).

78. The Council elected Charles W. Bray, Richard M. Elliott, and Willard L. Valentine nominees for Representatives to the Division of Anthropology and Psychology of the National Research Council.

79. The report of Harold E. Jones, Representative to the Social Science Research Council, was accepted and ordered printed in the proceedings (see page 526).

80. The Council elected Carl I. Hovland Representative to the Social Science Research Council.

81. The report of Steuart H. Britt, Representative to the American Documentation Institute, was accepted and ordered printed in the proceedings (see page 527), and the Representative was reelected.

82. The report of the Delegates to the Inter-Society Color Council, Forrest Lee Dimmick, Chairman, was accepted and ordered printed in the proceedings (see page 527).

83. The Council reelected the present Delegates to the Inter-Society Color Council and authorized the Chairman of the Delegates to name the two voting Delegates.

84. The report of Louis Long, Representative to the National Council on Rehabilitation, was accepted and ordered printed in the proceedings (see page 528), and the Representative was reelected.

85. The report of Theodora M. Abel, Representative to the Division of Personnel of the National Committee for Mental Hygiene, was accepted and ordered printed in the proceedings (see page 529).

86. The Council elected Lloyd N. Yepsen Representative to the Division of Personnel of the National Committee for Mental Hygiene.

87. The report of Horace B. English and Douglas H. Fryer, Representatives to the Committee on Human Relations in Conservation, was accepted and ordered printed in the proceedings (see page 530), and the Representatives were reelected.

88. The report of Dael Wolfe, Executive Secretary of the Association, was accepted and ordered printed in the AMERICAN PSYCHOLOGIST (see page 537).

89. The report of Willard L. Valentine, Treasurer of the Association, accompanied by the report of the Auditors for the year 1945, was accepted. A summary of this report was ordered printed in the proceedings. The Treasurer announced the receipt of a check for \$1,000 from Robert S. Woodworth. This amount was the balance in the Treasury of the

Archives of Psychology which Dr. Woodworth presented to the Association a year ago.

90. The Council voted to approve the budget for 1947 submitted by the Finance Committee (see page 532).

91. The Council approved the firm of Ernst and Ernst as auditors for the year 1947.

92. The Council voted that the following resolution received from the Western Psychological Association be printed in the proceedings, and referred with favorable endorsement to the Committee on Graduate and Professional Training:

The increasing demand for professional qualified psychologists, most notable in the field of clinical psychology, presents both a challenge and a hazard. The dangers of lowered standards of professional competence and of professional training are not to be minimized. With awareness that this problem is neither regional nor temporary, be it resolved first, that in the appraisal of qualifications of departments of psychology offering professional training, methods based on superficial information, while perhaps necessary as a temporary expedient, be recognized as presenting a possible distorted and incomplete picture which cannot be finally approved, and second, that for the purpose of maintaining uniformly high standards of training, the American Psychological Association be urged (a) to formulate and publish a statement of defensible standards for training institutions, and (b) to institute adequate procedures, possibly involving visiting committees, for determining the extent to which departments of psychology meet the established standards.

93. The Council voted that the following resolution received from the Illinois Association for Applied Psychology be published in the proceedings and referred to the Policy and Planning Board:

WHEREAS, The avoidance of future wars will depend upon the active mobilization of the entire nation for peace instead of the passive acceptance of peace as the mere absence of war, and WHEREAS, In addition to or as part of the mobilization for peace, there are more and more pressing social issues, such as control of atomic research and labor-management problems,

which involve psychological factors, principles, and judgments, and

WHEREAS, Very often decisions are reached and policies determined about psychological issues by persons inadequately trained in psychology, without recognition that psychologists could bring scientific psychological facts, principles, or techniques to bear upon the problem, therefore *Be It Resolved*, That the Illinois Association for Applied Psychology call upon its members, and urge the American Psychological Association to call upon psychologists throughout the country, to become more actively concerned with research in the psychological aspects of such social problems, and the application of such research to their solution, and

Be It Further Resolved, That in view of the urgency of the situation, the American Psychological Association be requested to consider:

1. Setting up machinery to solicit and collect from individual psychologists plans for research projects, and suggestions for the application of psychological principles to current social problems, and
2. Establishing a centralized agency to evaluate, integrate, and work out material of the above type obtained from individual psychologists, and
3. Establishing a centralized agency for the promotion of effective public relations facilities, including the employment of specialized personnel and the use of radio, press, movies, and other educational facilities, to disseminate the above mentioned findings and proposals to the public and to legislators, governmental officials, business executives, and such others as would profit from being made aware of psychological contributions to the solution of these problems.

94. The Council adopted a resolution expressing the gratitude of the Association to Robert A. Brotemarkle, the Officers of the University, and the members of the Psychology Department of the University of Pennsylvania for the gracious and efficient hospitality to the Association.

95. The meeting of the Council of Representatives adjourned at 1:00 A.M., Thursday, September 5, 1946.

REPORTS OF STANDING COMMITTEES

REPORT OF THE ELECTION COMMITTEE

To the Council of Representatives of the American Psychological Association:

The Committee on Elections reported the election of the new officers named on pages 533-536.

Election to offices of Division Representative, Member at Large, and Member at Large of the Executive Committee cannot be reported since the number to be elected depends upon the size of the division membership. The scores of various candidates for these offices have been transmitted to the appropriate division officers.

The returns on the Amendments to the By-Laws show the membership favorable to the change in each of the eight proposals. The votes were as follows:

1. To Article XIX, Section 1, add: "Nonpayment of dues for two consecutive years shall be considered as equivalent to resignation from the Association."

Yes	1,081
No	80
No vote	7

2. To Article XI, Section 5, after the first sentence, add: "In case of a tie vote the Election Committee shall resolve the tie by drawing lots."

Yes	1,064
No	96
No vote	8

3. In Article IX, Section 5, line 12, change "Advisory Board on Publication" to "Committee on Publications."

Yes	1,154
No	3
No vote	11

In Article XVII, Section 4, line 21, change "Board" to "Committee on Publications"

Yes	1,145
No	3
No vote	20

4. To delete Article VII, Section 3, which reads "Members of the Association not expressing a preference for a special Division shall be members of a Division of General Psychology," and

to renumber sections 4 to 12 of Article VII as Sections 3 to 11.

Yes	1,024
No	128
No vote	16

5. In Article XI, Section 3, for the portion beginning, "If nominees . . .," substitute "No individual shall accept nomination to more than one position as Representative to the Council. If any nomination is withdrawn for this or other reason, the name of the individual ranking next on the preferential ballot shall be substituted."

Yes	1,143
No	13
No vote	12

6. A new Article 15 concerning State Associations and their Representatives, also 11 Amendments which became necessary if the new Article 15 is adopted—

Yes	1,028
No	93
No vote	47

7. A new Article 19 establishing an American Board of Examiners in Professional Psychology and certain changes incident to its adoption—

Yes	1,071
No	79
No vote	18

A few statistics should be of interest to the membership. There were 547 nominating ballots counted and 1,168 amendment ballots counted. The fact that such a small proportion of the membership submitted nomination ballots, and the added fact that less than half as many submitted nominating ballots as submitted amendment ballots suggests a rather weak interest in the democratic process of choosing our officers. Such an inference, however, would not be entirely justified. The nominating ballot this year was a most complicated and confusing affair, carrying such a large number of general, regional, and division offices. Many persons confessed their incompetence to nominate through lack of acquaintance with the membership of the APA, and particularly of its many divisions. A large number of persons did not know what divisions they themselves belonged to. Even with the nominating ballots as few as there were, over 250 different persons

were named for President of the Association. There were 1,649 election ballots received. Of these, 47 came more than one week after the deadline of August 10 and could not be counted. It was impossible to identify the names on 27 of the validating slips although many hours were spent in puzzling over them. Twenty-two additional ballots came from persons not entitled to vote according to the official membership records. There were, then, 1,553 votes counted and tallied by the preferential scoring system required by the Association.

The task of administering an election of the Association has become a very onerous one indeed, and one impossible to handle without a competent and trained staff. After consultation with the members of the present Election Committee, those of last year's committee, and with the Secretary of the Association, it was decided to engage the Bureau of Applied Social Research of Columbia University to make the actual nomination and election counts. Dr. Lazarsfeld, Director of the Bureau, supervised this work. All preliminary handling of the ballots, including the checking of the validating slips, was done under the direct supervision of the Election Committee chairman. Much of the routine work formerly done by the Election Committee, such as the notification of candidates, was kindly taken over by the Executive Secretary.

The Election Committee recommends:

1. The consideration of a plan by which the mechanism for holding elections would be set up in the central Association office, the actual Election Committee performing a more nominal service.
2. That elections for officers of divisions and of affiliated organizations be administered by those divisions or organizations, thus simplifying the general Association ballot.
3. That validating slips call for the name of the member to be printed or typed in addition to, or instead of, the signature, thereby eliminating much frustration and numerous uncounted ballots.

Respectfully submitted,
E. R. Guthrie
Gardner Murphy
Carl R. Rogers
A. T. Poffenberger, *Chairman*

REPORT OF THE COMMITTEE ON COMMITTEES

To the Council of Representatives of the American Psychological Association:

Your committee has had no physical meetings during the year 1945-1946. However, each member of the committee has expressed in writing his opinions regarding the functioning of the committee in the years to come.

There seem to be certain areas of agreement which are summarized here as the majority opinion of the committee.

1. *Responsibility at the level of the American Psychological Association at large.* Your committee believes that it has a primary responsibility to guarantee, so far as possible, that Association-wide committees be nominated not only in terms of their individual competence but also in terms of geographical distribution and special professional or scientific interests within the Association. Your committee believes further that procedures for nominating committee members should provide participation in the affairs of the Association by the largest possible number of people.

2. *Responsibility at the level of the various divisions of the American Psychological Association:* Subject to adherence to the principles outlined above, your committee believes that each division should have primary control of the selection of its divisional committee members. Beyond this factor, however, it is the constitutional responsibility of the Committee on Committees to review the functions of division committees so as to bring about coordination between the divisional programs and that of the Association at large.

To implement the policies outlined above, certain working procedures for the Committee on Committees must be established along the following lines: (1) the Committee must keep records of those members of the American Psychological Association currently appointed or elected to divisional or Association-wide committees. (2) The Committee on Committees should receive some advance notice of vacancies so that it may nominate appropriate candidates to the cognizant body of the Association. (3) To understand clearly the functions of the various committees, the Committee on Committees must have access to committee reports for review and

analysis purposes. (4) To assure the continuing effectiveness of committee personnel, the Committee on Committees should have the privilege of requesting evaluations from committee chairmen regarding the work of individual committee members.

Your committee recognizes that the policies and principles outlined above require the serious consideration of the Board of Directors, lest this committee assume functions not originally designed for it. In our thinking to date, however, the foregoing considerations seem paramount in the overall program of the Association.

Respectfully submitted,

John E. Anderson
Alice Bryan
Claude Buxton
Robert Seashore
John G. Darley, *Chairman*

REPORT OF FINANCE COMMITTEE

To the Council of Representatives of the American Psychological Association:

The invested funds of the Association amounting to (1) \$31,085.93 distributed in nine savings accounts, and (2) \$77,802.50 in bonds, or a total of \$108,888.43, earned \$2,462.19 interest in 1945.

Respectfully submitted,

Marion A. Bills
Leonard Carmichael
Samuel W. Fernberger
C. M. Louttit
Willard L. Valentine, *Chairman*

REPORT OF THE CONVENTION PROGRAM COMMITTEE

To the Council of Representatives of the American Psychological Association:

Two hundred and thirty-four abstracts were received from the membership before the deadline of May 6th. This was the largest number received in any year (1939—131 abstracts; 1940—228; 1941—184; and 1942—158). Of the abstracts submitted nearly two-thirds were for one of four Divisions (Theoretical-Experimental, Physiological-Comparative, Personality-Social, or Abnormal-Clinical). Additional papers are represented in the affiliated programs of the Psychometric Society and of Psi Chi.

Of the 234 abstracts received, 183 were scheduled

on programs of papers. In the case of some of the remainder, the abstract was not accepted but the writer of it was asked to contribute to a roundtable on the topic with which his abstract dealt.

The large number of papers required scheduling as many as six sessions concurrently. This made it difficult to prevent some overlap in interest, although special effort was made to avoid the scheduling concurrently of papers of divisions representing closely allied interests.

In addition to the programs of papers, the following special features were scheduled:

(1) A special symposium, "Fifty Years of Clinical Psychology," arranged by the Clinical Division to commemorate the fiftieth anniversary of the founding by Witmer of the first psychological clinic. In commemoration of this event, the University of Pennsylvania has also arranged a special convocation by the Board of Trustees for the granting of honorary degrees.

(2) An invited address to the Association by A. C. Kinsey, Professor of Zoology, University of Indiana, on his extensive research on sex behavior, entitled "Studies on Human Sex Behavior."

(3) Eighteen roundtables and symposia arranged by the various divisions. The topics of these cover not only areas of scientific importance, but also a number concerned with professional problems, such as the roundtables on "Internships in Industry" and "The Responsibilities of the Consultant."

The recent reorganization of the APA raises a number of problems concerning the division of responsibility between the individual divisions and the Program Committee of the Association, which will require clarification and policy decision. A brief statement of some of these problems, and the procedures followed by the current Committee with respect to them, may be helpful as a basis for discussion of possible changes:

(1) Call for Papers. The call for papers and the formulation of regulations concerning their submission can either be issued separately by the individual divisions or by the Association as a whole. This year a single Call was issued by the central Program Committee, in which each contributor was requested to indicate the division for which he intended his paper. All abstracts were sent to a single address, that of the Executive Secretary, who then forwarded

them to the appropriate divisional representatives. This procedure appears simple and satisfactory.

(2) Acceptance of Papers. Decisions as to the acceptance or rejection of each paper was left entirely to the division to whom the abstract was submitted. Some of the divisions had a formal Program Committee, chosen in advance, which reviewed all papers submitted to them and arranged the content of their sessions. In other cases, no program committee had been selected and either the President or the Secretary of the division made decisions with respect to the abstracts. It would be helpful to have a uniform policy among the various divisions with respect to this matter.

Closely related is the problem of notification to the contributor as to the acceptance or rejection of his abstract. This was handled this year by the Office of the Executive Secretary on behalf of all divisions who had not already sent notification by the fifteenth of June. Discussion appears in order as to whether this should continue to be handled centrally or by the individual divisions.

(3) Membership in the Individual Divisions. No statement of policy was available as to whether a contributor had to be a member of the division to which he submitted his abstract. In view of the fact that so many individuals expressed uncertainty as to whether they were or were not members of particular divisions, and because membership lists by division were not available, the Committee felt it was not desirable to require membership in the particular division on whose program the paper was placed, but it did enforce the requirement stated in the Call that the contributor must be an Associate or Fellow of the APA.

Regulations will also have to be formulated as to whether an individual can read papers on more than one division's program. In view of the large number of abstracts this year, the Committee restricted each member to the reading of a single formal paper anywhere on the program. An individual was, however, permitted to be listed as co-author of more than one paper and to participate in symposia and roundtables in addition to reading a paper.

(4) Chairmen of Sessions. About half of the divisions selected program chairmen and made arrangements with them. In the case of the remaining half the selections and arrangements were left up to the central Committee. The individual divi-

sions had differing policies as to whether a chairman had to be a member of the division at whose program he presided. In the case of chairmen selected by the central Committee, membership in the division was not required.

(5) Presidential Addresses. No general policy has been established as to whether addresses are expected by the chairmen of the divisions. A number of divisions expressed opposition to such a precedent. This year only four of the eighteen divisions plan to have addresses by their chairmen. Again, uniformity of policy may be helpful.

Despite the absence of regulations and precedents on many of these points, the planning of the program cooperatively by the Committee and representatives of the various divisions proceeded smoothly. The Committee wishes to express its gratitude to the chairmen and program committees of the individual divisions for their cooperation, and to the Executive Secretary of the Association for his assistance in expediting the work of the Committee.

Respectfully submitted,

E. A. Doll

S. W. Fernberger

D. H. Fryer

W. A. Shaw

C. I. Hovland, *Chairman*

REPORT OF THE COMMITTEE ON STUDENT AFFILIATES

To the Council of Representatives of the American Psychological Association:

Your Committee was unable to have a physical meeting at Columbus last September and has consequently carried on its work during the year by correspondence.

The immediate problems of the Committee consisted in the implementation of procedures for Student Affiliateship. The Committee unanimously agreed on the following:

1. The endorser of a student for Student Affiliateship shall be (a) a Fellow of the APA or (b) the Chairman of the Department of Psychology in which the student is working, provided, however, that said Chairman is an Associate Member or Fellow of the APA.

2. There shall be a three-year time limit on a Student Affiliateship, provided however, that a Student

Affiliate may reapply for Affiliateship for a second three-year period if at the end of the first three years he or she is not eligible for Associate Membership.

3. There shall be four Student Affiliates added at the present time to the Committee to make a total Committee of nine members, the student members to be designated by the APA members of the Committee, with each such member, except for the Chairman, to select a student who will be in his or her vicinity during the year. The Committee's action in adding student representatives carries out the directive of the new Constitution, Article XIII, Paragraph 7.

The formation of a more detailed program of activities for Student Affiliates was not attempted by correspondence. It was agreed to consider such details at the annual 1946 Meeting in Philadelphia, at which time Student Affiliates could also participate.

The first class of Student Affiliates consists of about 125 students studying in more than thirty colleges and universities. The deadline for application for next year's group is January 1, 1947.

Respectfully submitted,

Stuart W. Cook

Francis P. Robinson

Robert C. Tryon

Beth Wellman

John Gray Peatman, *Chairman*

REPORT OF THE COMMITTEE ON PUBLIC RELATIONS

To the Council of Representatives of the American Psychological Association:

At the end of the year, 1944-45, your Committee presented a report in which recommendation was made that a number of specific procedures be further examined as possible means by which public education about psychology could be bettered. This Committee met with the Policy and Planning Board during the Columbus interim meeting of the Council this year and discussed these various recommendations. Because of pressing business relating to other affairs of the Association, detailed attention could not be given to public relations problems at that time. Your Committee, therefore, respectfully brings to your attention the report presented at the

last annual meeting, and recommends that the Executive Secretary, the Policy and Planning Board, and the Committee on Public Relations hold a joint meeting for a discussion of the Association's future activities in the fields of public relations and public education.

During this present year your Committee has been relatively inactive. Early in the fall, two instances of undesirable psychological activity from non-members of the Association were brought to the Committee's attention by members of the Association. One of these involved an undesirable radio program from a Chicago station, and the other involved the advertising of a popular lecturer. Vigorous protest was made to the radio station, and the program was eventually changed in such a way as to make it less objectionable to psychologists. Recordings of the program, both before and after the changes were made, are on file with the Committee. Representations were made to the lecture bureau which employed the speaker whose advertisements were objectionable, but no satisfactory conclusion was reached.

In order to facilitate the press releases of papers at the September meetings, proof of all abstracts was examined in advance and authors of certain papers were requested to submit full copies of their speeches by August 1 in order that the papers might be mimeographed and thus be easily available to members of the press. These papers were chosen by the Committee on the basis of apparent interest and possible effectiveness as means of public education about the widespread activities and competences of psychologists. Arrangements were made to have the customary releases about the election of officers sent out by the local committee on publicity at the University of Pennsylvania.

Respectfully submitted,

Alice I. Bryan

Sidney L. Pressey

Robert R. Sears, *Chairman*

REPORT OF THE BOARD OF EDITORS

To the Council of Representatives of the American Psychological Association:

The Board of Editors of the American Psychological Association met in New York City on April 25, 1946 and received the reports from each of the edi-

tors of the journals of the American Psychological Association for the year 1945. These reports were accepted and approved and are appended to the official minutes of the meeting. In general the reports indicate that the journals are receiving an increasing number of manuscripts, that the problem of lag is being given serious consideration, and that high standards are being maintained.

The Board of Editors also received the financial report of the journals from Willard L. Valentine, Treasurer, which was made available directly to the Council. The editors feel strongly that serious attention be given by the Council to the financial backlog of the journals. In a sense the major activity of the Association is publication. Care and wisdom must be used in the financial administration of the Association in order to preserve this major publication enterprise.

William A. Hunt was present at the meeting of the Board as a representative of the Publications Committee. A general discussion of the relation between the Publications Committee and the Board of Editors took place. Unfortunately the By-Laws are not clear as to the lines of responsibility. There is some question in the minds of the editors as to whether the present setup makes for efficiency. A joint meeting of the Publications Committee and of the Board of Editors is to be held on Saturday, September 7, 1946 at which some of the problems of cooperation will be discussed. It is unfortunate that this meeting comes so late that recommendations cannot be made to the Council for action this year. With the acquisition of new journals, the expiration of terms, and the resignation of old editors, the personnel of the Board will be greatly changed in the coming year.

Respectfully submitted,

John E. Anderson, *Chairman*

REPORT OF THE COMMITTEE ON PUBLICATIONS

To the Council of Representatives of the American Psychological Association:

Your Committee on Publications has held two interim meetings during the year. The report of the first of these, held at Columbus, December 27, 1945, has been published in the February issue of the AMERICAN PSYCHOLOGIST. The second meeting

was held at the Faculty Club of Columbia University on April 24, 1946. The following recommendations were made:

1. The Committee offered three nominations for editor of the *Journal of Consulting Psychology*, 1947-52; the Council of Representatives elected Laurance F. Shaffer, Columbia University.

2. The Committee offered three nominations for editor of the *Applied Psychology Monographs*, 1947-52; the Council of Representative elected Herbert S. Conrad, College Entrance Examination Board.

The election was held by a mail ballot of the Council.

3. The Committee discussed the promotion of scientifically sound popular psychology at some length. Both the publication of a popular magazine and the syndication of a popular column were considered. Either of these would involve more extensive editorial and financial commitments than the Association has yet attempted. No action was taken and the question was referred to the Committee on Public Relations for their consideration.

4. It was voted to seek the advice of the Committee on Audio-Visual Aids on the current technical status of microfilm reproduction and its possible influence on professional publication.

While the Committee has devoted much time to the general problems of publication, the greater part of its efforts has been directed to the selection of new editors. Owing to the acquisition of new journals by the Association and the resignations of John E. Anderson and Walter S. Hunter, an unusual number of editorships have had to be filled. Within the first year of its existence, the Committee has selected nominees for four new editorships and will present nominees for three more to the Council at the September meeting.

The Committee would like to thank the officers and members of the Association for the cooperation they have given it this year, and particularly the members of the Board of Editors who have been especially cooperative and helpful.

Respectfully submitted,

Gordon W. Allport

John E. Anderson

Frank A. Beach

Herbert S. Conrad

Alvin C. Eurich

William A. Hunt, *Chairman*

REPORTS OF SPECIAL COMMITTEES

REPORT OF COMMITTEE ON LOCATION OF THE WASHINGTON OFFICE

To the Council of Representatives of the American Psychological Association:

Several times during the year it was thought that a solution to the problem of housing the central office in suitable quarters in Washington had been solved. On one occasion a street address was announced but even that instance failed to materialize.

At present the Executive Secretary's office is in the National Academy building and the Publications Office is on the campus of American University.

Within the last two weeks, AAAS has taken possession of property bought this spring and has made room for the central office of APA on a "share-the-expense" plan.

On Monday, September 9, we expect to make the move to the new address, 1515 Massachusetts Avenue, N. W.

Respectfully submitted,
Henry E. Garrett
Donald G. Marquis
Walter R. Miles
Dael Wolfe
Willard L. Valentine, *Chairman*

REPORT OF THE COMMITTEE ON PRECAUTIONS IN ANIMAL EXPERIMENTATION

To the Council of Representatives of the American Psychological Association:

During the year 1945-46 the Committee has received from the Bureau of Legal Medicine and Legislation of the American Medical Society, and from other sources as well, information concerning various bills introduced into several state legislatures in an effort to curtail or prevent the use of cats and dogs as experimental subjects. Specifically, one or more bills were proposed in each of the following states: New York, Massachusetts, Pennsylvania, Wisconsin, and Texas. Any one of these projected legislative measures would, if passed, have interfered markedly with the progress of any experimental sciences in which dogs or cats were needed.

Psychologists located in the states affected were notified of the bills involved and were urged to do

everything in their power to bring to the attention of their legislators the true consequences of any such legal prohibitions. None of the bills became a law.

Through its Executive Secretary the American Psychological Association received an invitation to become a non-contributing member of the newly organized National Society for Medical Research, which is sponsored by the American Association of Medical Colleges. The Society has described as one of its chief functions the informing of the public regarding the necessity, humane character, and accomplishments of animal experimentation. This invitation was forwarded to the Chairman of the Committee on Precautions in Animal Experimentation by the Executive Secretary of the American Psychological Association with a request for recommendations from the Committee. After due consultation members of the Committee agreed to recommend to the Council of Representatives that the American Psychological Association accept the invitation to become a non-contributing member of the National Society for Medical Research.

Respectfully submitted,
Howard S. Liddell
Roger B. Loucks
Frank A. Beach, *Chairman*

REPORT OF THE COMMITTEE ON GRADUATE AND PROFESSIONAL TRAINING

To the Council of Representatives of the American Psychological Association:

The Committee on Graduate and Professional Training has been less a committee in the conventional sense than a coming together of certain psychologists already especially concerned with or active in the study of problems of professional training, in efforts to further such study, and improve such training. Thus, Moore was Chairman of a committee of the AAAP on training of clinical psychologists, Marquis as director of the OPP initiated or fostered a majority of the projects with which the committee has been associated, Shartle began his job analyses as a war project of the Emergency Committee in Psychology of the NRC, and the chairman has made certain surveys of graduate training. The open meeting of the committee at the December, 1945 meeting of the Association served to bring together

sundry of these backgrounds. Other meetings then and numerous informal contacts plus a considerable correspondence have fostered work on various phases of the total problem. Certain of all this material has appeared in print, and more will, shortly;¹ it is hoped that the total may be a beginning of a vigorous development of professional training under the guidance of the new Association. Certain efforts now only in their initial stages, as a subcommittee chairmanned by Lowell Kelly on selection of students for professional training, should further aid.

The value to the Veterans Administration of Sears' notable appraisal of training facilities in clinical psychology has emphasized Association responsibilities as regards professional training; and current recommendations of the Policy and Planning Board include special means for development of programs of training and maintaining standards. Adoption of these recommendations should provide an agency which might take over many or all the functions of this committee. Presumably the Council should then consider whether the committee should be continued; and if so, presumably its functions should be somewhat reconstrued, and its membership altered. Whichever step is taken, it is hoped that what is believed to be the most distinctive feature of the committee's work may be kept. In the past, and in other fields, professional programs have tended to be developed by arm-chair methods, and controlling boards to be regulatory rather than constructive. In contrast, this committee has tried to study its problems empirically, by practical research methods such as psychology has urged and applied in other fields, and to plan with reference to current and future needs as indicated by such investigation. It

¹ Committee on Training in Clinical Psychology, "Proposed program of training in clinical psychology," *Journal of Consulting Psychology*, 1943, 7, 23-6; Subcommittee on Graduate Internship Training, "Graduate internship training in psychology," *Journal of Consulting Psychology*, 1945, 9, 243-66; Boring, E. G. and Bryan, Alice "Women in American Psychology; Statistics from the OPP Questionnaire," *AMERICAN PSYCHOLOGIST*, 1946, 1, 71-79; Sears R. R. "Graduate Training Facilities," *AMERICAN PSYCHOLOGIST*, 1946, 1, 135-150.

To appear shortly in the *AMERICAN PSYCHOLOGIST* are papers by Pressey on time-saving in professional training, by Shartle summarizing job analyses of various types of psychological positions, a report of a subcommittee chairmanned by Flanagan on utilization of professional experience in the services or government bureaus in professional training, a resume by Britt and Morgan of returns from a questionnaire filled out by psychologists in the services.

is surely to be hoped that this point of view may be maintained by the Association—and by graduate departments in developing their programs. Psychology should lead all other professional fields in its use, in dealing with its own problems, of scientifically founded job surveys and analyses, procedures in selection and guidance of students, and methods of training.

Such an approach seems especially needed now. Psychology changed markedly from 1910 to 1920, and may change much from 1940 to 1950—if so, graduate programs should not lag. Training programs have so far been systematically considered only in clinical psychology but should be in other areas, as these develop in the post-war period. Vigorous continuance of constructive work on graduate and professional training would seem, in short, a major responsibility of the Association at this time.

Respectfully submitted,

R. M. Elliott

Elaine F. Kinder

B. V. Moore

D. G. Marquis

A. T. Poffenberger

R. R. Sears

C. L. Shartle

S. L. Pressey, *Chairman*

REPORT OF THE COMMITTEE ON THE AMERICAN BOARD OF EXAMINERS IN PROFESSIONAL PSYCHOLOGY

*To the Council of Representatives of the American
Psychological Association:*

The Committee on the American Board of Examiners in Professional Psychology was appointed by your officers in April, 1946 with the instruction to prepare plans necessary for starting the certification of professional psychologists. The Committee herewith submits its recommendations.

The Committee held an informal meeting in Washington in June when a number of the members of the Committee were present there on other business, and a formal meeting on August 4, 1946 in Pittsburgh. The Chairman has had opportunity to consult personally with all but one member of the Committee. Information has been gained from various sources, especially from members of specialty boards in surgery, pathology and psychiatry in the

field of medicine. Opinions, advice, and suggestions have been sought and received from over thirty individual psychologists, principally from those in the fields immediately concerned with certification. The Committee has endeavored to reconcile a diversity of views into a workable document which is submitted as the principal item of this report.

1. Early in the study of certification practices, it became evident that the American Board of Examiners in Professional Psychology should be established as a corporate body, legally independent of the American Psychological Association. Principally, and if for no other reason, this step is needed to protect the financial structure of the American Psychological Association from possible damage suits arising from allegedly improper actions that the members of a certifying body may commit. The practice of separate incorporation of the examining body has been followed in the medical specialties. It is the judgment of this Committee that a similar step should be taken in setting up the certifying board in the field of Professional Psychology, even though the taking of such a step may necessitate a change in the amendment to the constitution of the APA which authorized the American Board of Examiners in Professional Psychology.

The Committee recommends:

That the Council of Representatives elect the initial members of the American Board of Examiners in Professional Psychology and instruct them to file the necessary papers of incorporation in the District of Columbia for the American Board of Examiners in Professional Psychology; and

That this corporation shall be a non-profit corporation and that the articles of incorporation shall conform in spirit and purpose to the intent expressed in the proposed by-laws submitted as a part of this report.

It is the Committee's belief that this step of incorporation can be taken within the framework of the present amendment to the constitution of the APA calling for the establishment of an American Board of Examiners in Professional Psychology. It is suggested that as soon as the incorporation has taken place the question of necessary changes in the enabling amendment be studied by the Board of Directors and the new Board of Examiners to determine what, if any, changes may be needed.

2. The Committee wishes to submit for the approval of the Council of Representatives a set of by-laws which it has prepared and which it feels will be adequate to enable the new Board of Examiners to function. These by-laws have been prepared on the assumption that the Board of Examiners would be established as an independent corporate body. If the first recommendation of this report is not acted upon favorably it will be necessary to make extensive changes in the proposed by-laws.

In recommending the separate corporate existence of the Board of Examiners your Committee has been aware that the success of certification will rest heavily on the members of the Board, on their wisdom and on their fairness. If the Association is to be free from legal responsibility it is essential that the Board of Examiners be a truly independent agency. In its first approach to this problem your Committee worked in the direction of establishing numerous controls. However, as the work of the Committee progressed it became increasingly evident that the by-laws should be broadly permissive rather than restrictive upon the Board of Examiners and that we should clearly recognize that there is no substitute for the appointment of competent and sincere persons. A group so appointed should then be given as much freedom as possible to perform its tasks. It is the intent of your Committee to give this Board powers to regulate its own affairs without interference or control from any outside agency. Whatever control or guidance is exerted by the profession as a whole must be effected through the wisdom and conscience of the individual members of the Board.

There has been evidence in the case of one medical specialty board that interested individuals through their prestige in the profession can influence procedures, correct inequities, and change policy. Reform in this instance was accomplished readily, for had not the board made the desired changes its status and prestige in the eyes of the specialist practitioners would have fallen so low as to be insignificant. It is the Committee's opinion that in so far as such guidance may be needed in the case of the American Board of Examiners in Professional Psychology it can be effected in this manner.

The proposed by-laws specify three general fields in which certification will take place at the outset or early in the Board's existence: clinical psychology,

industrial psychology, and guidance. The precise definition and demarcation of these fields and the setting of appropriate standards have been left to the Board's wisdom and experience.

Recommendation:

The Committee recommends that the Council of Representatives adopt the proposed by-laws submitted as a part of this report and give its approval to these by-laws as the by-laws of the American Board of Examiners in Professional Psychology and that the Council of Representatives make acceptance of these by-laws a condition of election to the initial membership in the American Board of Examiners in Professional Psychology. It is further recommended that in approving these by-laws the incorporators be given authority to make any changes necessary because of legal requirements that do not violate the spirit and intent of these by-laws.

3. Your Committee has gathered information and held discussions on numerous questions that will come before the new Board of Examiners, although it has avoided writing all of its opinions into these by-laws. In an appendix to this report some suggestions to the new Board of Examiners and to the Council of Representatives have been prepared. These suggestions and other materials, the Committee wishes to deliver to the new Board of Examiners for its information and guidance.

Recommendation:

It is recommended that the present Committee on the American Board of Examiners in Professional Psychology cease when the newly elected group of initial members of the ABEPP have been chosen and have selected a temporary chairman, and that the records of your Committee be transferred to the Board of Examiners.

Respectfully submitted,
 Marion A. Bills
 Alice I. Bryan
 John G. Darley
 William A. Hunt
 John G. Jenkins
 Laurance F. Shaffer
 David Shakow
 Carroll L. Shartle
 Carlyle F. Jacobsen, *Chairman*

THE AMERICAN BOARD OF EXAMINERS IN PROFESSIONAL PSYCHOLOGY

BY-LAWS

ARTICLE I

Name

The name and title by which this corporation shall be known, as stated in the Certificate of Incorporation, is the American Board of Examiners in Professional Psychology.

ARTICLE II

Purpose

The purposes of the American Board of Examiners in Professional Psychology shall be:

A. To arrange, conduct and control investigations and examinations to determine the qualifications of individuals who apply for the certificates of competence issued by the corporation.

B. To grant and issue such certificates in the fields of professional psychology to qualified applicants therefor, and to maintain a registry of holders of such certificates.

C. To serve the public welfare by preparing and furnishing to proper persons and agencies lists of specialists who have been certified by the corporation.

ARTICLE III

Membership

Section 1. The corporation shall consist initially of nine members each of whom shall be a Fellow of the American Psychological Association. They shall be elected by the Council of Representatives of said Association.

The terms of these initial members shall begin at the time of the organizational meeting held by the incorporators of this corporation, following the filing of the Certificate of Incorporation in the Office of the Recorder of Deeds of the District of Columbia, and shall expire as follows:

three on October 1, 1948;
 three on October 1, 1949;
 three on October 1, 1950

Notwithstanding the dates of expiration fixed by this paragraph for the terms of the initial members,

such member or members shall continue to serve until a successor has been elected and assumed office.

Section 2. The members of this corporation shall serve as members of the Board of Trustees of the corporation during their terms of membership.

Section 3. Each member shall be elected for a term of three years, except for the terms of the initial members as specified in Section 1 of this article, and for the terms of members chosen to fill unexpired terms. One-third of the members, all of whom shall be Fellows of the American Psychological Association, shall be elected each year at the annual meeting of the corporation from a slate of nominees furnished to the Board of Trustees by the Council of Representatives of the said association. Upon the expiration of the term of any member, such member shall continue to serve until his successor shall have been elected and shall have assumed office.

Section 4. At least two-thirds of the members of the corporation shall be chosen from Fellows of the American Psychological Association in the specialties being currently certified. Such members, except the initial members, shall hold the certificate of the Board. Approximately one-third of the members of the corporation shall be representative of the interests-at-large of the American Psychological Association. Such members need not hold the certificate of the Board.

Section 5. Any vacancy in the membership of this corporation, caused by death, resignation or otherwise, except the regular expiration of a term, may be filled by the Board of Trustees from a list of nominees furnished by the Council of Representatives or the Board of Directors of the American Psychological Association in such manner as the Board of Directors shall determine. Such election shall be for the unfilled term of the individual whose vacancy is being filled.

Section 6. New members shall be elected by a majority vote of the Board of Trustees from nominees as provided for in this article. If sufficient members to fill all vacancies are not elected to the corporation from the nominees so submitted, further nominations shall be made by Council of Representatives of the American Psychological Association as may be necessary. The number of nominees submitted shall be at least two times as great as the number of members to be elected.

Section 7. No member shall serve for more than two successive terms as a member of this corporation except after an intervening period of not less than two years following the second successive full term.

Section 8. The number of members of the corporation may be increased or decreased by a majority vote of the Board of Trustees.

ARTICLE IV

Board of Trustees

As hereinbefore stated, each member of this corporation during the entire period of his membership shall serve as a member of the Board of Trustees of this corporation. Membership in this corporation and on the Board of Trustees shall cease as of the expiration of the term for which the member was elected, and by death, resignation, withdrawal, or other form of separation, subject to the provisions of Article III, Section 3.

ARTICLE V

Meetings

Section 1. There shall be held an annual meeting of the Board of Trustees during each calendar year at a time and place to be fixed by the Board of Trustees.

Section 2. Special meetings of the Board of Trustees may be called by the President of this corporation or upon the written request, made to the Secretary, of at least three members of the Board of Trustees, provided that written notice of the time of the special meetings and the subjects to be discussed at such meetings shall have been sent to each member of the Board of Trustees not less than twenty days prior to such meeting. The President shall have the right to fix the place of such special meetings within the continental boundaries of the United States.

Section 3. A majority of the members of the Board of Trustees shall constitute a quorum for the transaction of the business of the corporation. Except as herein may be specifically otherwise provided, the votes of a majority of the members of the Board of Trustees (not merely however of those present and voting) shall be sufficient to pass upon any business of the corporation before such meeting. There shall be no voting by proxy.

Section 4. The Board of Trustees shall be authorized to carry on the business of the corporation by mail ballot between meetings. In such instance it shall require an affirmative vote of two-thirds of the members to pass upon any business of the corporation.

ARTICLE VI

Officers

Section 1. The officers of this corporation shall consist of a President, Vice-President, a Secretary, and a Treasurer and such other officers as the Board of Trustees may select from time to time. A different natural person shall hold each specified office except that upon vote of the Board, the offices of Secretary and Treasurer may be combined.

Section 2. Each of the officers of this corporation shall be chosen from among the members of the corporation. After the first election of officers, the election shall be held at the annual meeting of the Board of Trustees, and each officer elected shall hold office for a term of one year or until his successor shall have been elected and have assumed office.

Section 3. A vacancy of any office of the corporation shall be filled for the unexpired term of such officer by election held by the Board of Trustees. Temporary officers may be appointed by the President to fill vacancies until appropriate elections are held.

Section 4. Duties of the officers: (a) The President shall have the powers and duties usually appertaining to such office and such other powers and duties as may be assigned to him by the Board of Trustees from time to time. He shall submit to the annual meeting of the Board of Trustees a written report of the activities and affairs of the corporation.

(b) The Vice-President, in the absence or disability of the President shall act in the place of the President, and in addition thereto, the Vice-President at all times shall perform such of the duties of the corporation as may be assigned to him by the President of the corporation or by the Board of Trustees.

(c) The Treasurer shall keep or shall cause to be kept true and accurate accounts of all the financial transactions of the Board. He shall be the custodian of the funds of the Board and of any securities

which are the property of the Board of Trustees. He shall cause to be prepared an audit of the books of the corporation by a certified public accountant satisfactory to the Board and shall present such audit at each annual meeting of the Board. The Treasurer may be required to give bond in such sum and with such security as may be approved by the Board of Trustees.

(d) The Secretary shall keep minutes of the meetings of the Board of Trustees, and shall conduct all correspondence and keep all records of the corporation, including data with respect to any examinations held, certificates issued, and other official transactions. He shall be custodian of the seal of the corporation and shall affix same whenever and wherever proper.

(e) The corporation may employ such persons as are deemed necessary for the efficient conduct of its affairs.

ARTICLE VII

Income and Properties

The income and properties of the corporation, whenever derived, shall be applied solely toward promoting the purposes of the corporation as set forth in the Certificate of Incorporation. No portion of the income or properties shall be paid or transferred directly or indirectly by way of dividend, bonus, or otherwise by way of profit to the members of the corporation, provided that nothing contained herein shall prevent proper remuneration to any officer or to any servant of the corporation or to any member for any services actually rendered to the corporation, nor prevent the payment of interest at a rate not to exceed six per cent on money borrowed, or reasonable and proper rent for premises let by any member of the corporation, nor repayment to any member for travelling expenses and other out-of-pocket cash disbursements and expenses actually incurred by him in connection with the proper and necessary business of the corporation.

ARTICLE VIII

Liabilities of the Board of Trustees

No member of the Board of Trustees or other officer or servant of the corporation shall be liable for the accounts, receipts, neglects, or defaults of any other like member or agent, or for joining in any

receipt or other act for conformity, or for any loss or expense happening to the corporation through the insufficiency or deficiency of any security in or upon which any of the moneys of the corporation shall be invested or for any loss or damage arising from the bankruptcy, insolvency, or tortious act of any person with whom any moneys, securities, or effects shall be deposited, or for any loss or damage occasioned by an error of judgment or oversight on his part, or for any other loss, damage, or misfortune whatever which shall happen in the execution of the duties of his office or in relation thereto, unless the same happened through his own dishonesty or willful neglect or default.

ARTICLE IX

Amendments

Alterations or amendments to these by-laws may be made by a two-thirds majority vote of the total members of the Board of Trustees provided that all members have been notified in writing of proposed changes not less than twenty days prior to the date of action.

ARTICLE X

Seal

The seal of the corporation shall bear words of the following or similar import, that is to say:

The American Board of Examiners in Professional Psychology
Incorporated in the District of Columbia
1946

ARTICLE XI

Reports

The President shall make an annual report to the Council of Representatives of the American Psychological Association of the activities of the American Board of Examiners in Professional Psychology at the annual meeting of the said Association.

ARTICLE XII

Application for Certificates

Section 1. Method for making application. Application for a certificate shall be made to the Secretary on a prescribed form. Each application shall be accompanied by a fee in such sum as the

Board may from time to time fix. This fee shall not be returned whatever the outcome of the application.

Section 2. All applications for certification shall be voluntarily initiated by the candidate and may be withdrawn at any time prior to final action by the corporation by request of the candidate made in writing to the Secretary of the Board.

Section 3. Each candidate at the time of submitting his application for a certificate shall sign the following pledge or wording of similar intent:

"I hereby make voluntary application to the American Board of Examiners in Professional Psychology for the issuance to me of a certificate in the specialty of and for examination relative thereto, all subject to and in accordance with the rules and regulations of said Board. Upon issuance of such certificate I agree to and do become bound by the ethics of professional psychology and by the by-laws of the American Board of Examiners in Professional Psychology.

"I agree to disqualification from examination or from the issuance of a certificate, and to forfeiture and redelivery of such certificate in the event that any of the rules governing examination and issuance are violated by me or for any of the causes set forth in the by-laws of said Board.

"I agree to hold said American Board of Examiners in Professional Psychology, Inc., its members, officers and agents and examiners, free from any damage or claim for damage or complaint by reason of any action, they, or any of them, may take in connection with this application, the attendant examinations, the grade or grades with respect to any examination, and/or the failure of said Board to issue me such certificate."

Section 4. The Board shall make such further regulations concerning time and manner of application and other related matters as it may deem necessary.

Section 5. Minimal qualifications of applicants. Each applicant must meet to the satisfaction of the Board the following minimal requirements:

A. General qualifications:

1. Satisfactory moral and ethical standing in the profession.

2. Membership in the American Psychological Association.

B. Education: The applicant shall hold a doctoral degree in psychology from a college or university in the United States or in a foreign country, or an equivalent degree as judged by the Board.

C. Experience: The applicant shall have had not less than five years of experience acceptable to the Board in the specialty in which the candidate seeks certification. Weighted credit may be given for approved internship training. In addition the Board may establish further experience and internship requirements and regulations for certification in each of the several specialties as it seems desirable.

Section 6. Examination of candidates. Each candidate for certification shall be given such written and oral examinations, both theoretical and practical, as the Board may deem necessary to determine the candidates qualifications, provided that the subjects and character of the examinations have been announced in appropriate journals or otherwise, at least six months in advance of the date of the examination. These examinations shall be given under such rules as the Board may prescribe, due consideration being given in each case to professional attainments, years and type of training and experience, and teaching and practice of the specialty, or other positions held in the area of practice in which certification is sought.

Section 7. The Board may waive the requirements of Section 6 (examination) of this article for those individuals who received the bachelor's degree before 1935 and who have practiced in the specialty in which certification is sought, and in the case of individuals to whom a gross and obvious injustice would be done by stringent and unvarying interpretation of these requirements. The Board of Trustees shall make such further regulations, after appropriate study, as it deems necessary to carry out the intent of this section. The provisions of this section shall expire on and after December 31, 1949.

ARTICLE XIII

Certificates

Section 1. Certificates issued by this corporation shall be in such form as to conform to the Certificate of Incorporation, and shall contain the following words or wording of similar intent:

The American Board of Examiners in Professional Psychology

Be it known that

(here insert name of candidate)

has met all the requirements of this Board and is hereby

certified for the practice of Psychology in the specialty of

(here insert the area of specialization)

In Witness Whereof, the American Board of Examiners in Professional Psychology grants this certificate number under its Seal and Signature on (here insert date)

..... President Vice-President Secretary

and shall be signed by the President, Vice-President and Secretary of the Board, and shall have placed on them the official seal of the corporation.

Section 2. Certificates of the corporation shall be issued initially in the following specialties: Clinical Psychology, Industrial Psychology, and Guidance, and in such other specialties as may be determined by the Board of Trustees.

Section 3. The certificate of the Board shall be issued only after the approval of the applicant by three-fourths of the members present at a physical meeting of the Board of Trustees, provided each individual member of the Board has been given opportunity to express his opinion.

Section 4. Revocation of certificates. Any certificate issued by the Board of Trustees shall be issued subject to revocation in the event that;

A. The individual so certified shall have made any misstatement or misrepresentation of a material fact in his application, or in any other communication to the Board or its representatives, which misstatement or misrepresentation affected his eligibility for the certificate.

B. The issuance of such certificate has been made contrary to or in violation of the rules, laws, or regulations of this corporation.

C. It is determined that the individual so certified is not eligible in fact to receive such certificate, irrespective of whether or not the facts constituting him ineligible were known to any or all members of the Board at the time of the issuance of the certificate.

D. The individual so certified shall, prior to the issuance of such certificate or thereafter, have been

convicted in a court of competent jurisdiction of a felony or of any misdemeanor, which misdemeanor, in the opinion of the Board of Trustees, shall involve moral turpitude.

E. The individual so certified shall be expelled or otherwise become ineligible for membership in the American Psychological Association.

Before the certification of any individual shall be revoked, the individual shall be notified in writing of the Board's intention to hold an examination in a manner to be determined by the Board, of any alleged violation or charge and shall be given an opportunity, in such manner as the Board may determine, to answer and refute such alleged charges or violations. The Board of Trustees of this corporation shall have the sole power, jurisdiction, and right to determine and to decide whether or not the evidence and information before it is sufficient to constitute grounds for revocation of any certificate issued by this corporation, and the determination and decision by a vote of at least two-thirds of the Board of Trustees (not merely however of those present and voting) shall constitute a full and final decision of the corporation.

Section 5. The Board of Trustees may adopt such further rules and regulations governing issuance of certificates as it may from time to time find necessary.

ARTICLE XIV

Fees

The Board of Trustees shall charge such fees for application for and the issuance of certificates as it may deem necessary from time to time to defray the cost of issuing such certificates and conducting examinations, and for carrying on other business of the corporation in keeping with its purposes as stated in the Certificate of Incorporation. The amount of such fees shall be stated on the application form.

REPORT OF THE COMMITTEE ON STANDARDS FOR PSYCHOLOGICAL SERVICE CENTERS

To the Council of Representatives of the American Psychological Association:

The work of past committees seems to have so much bearing upon the work of the present Com-

mittee that the following reconstruction from old committee files is included in this report for the information of the Association.

In 1940 the AAAP appointed a Committee on Clinic Certification headed by William J. Morgan. This committee, seeking to establish criteria for psychological clinics, conducted a survey to (1) compile a list of all the psychological clinics in the country to serve as a directory and (2) to determine what minimum standards should be adhered to in clinics (a) for effective work and (b) for value as a training center. (See Proceedings and Reports of the Fifth Annual Meeting of the American Association for Applied Psychology, *J. consulting Psychology*, 1942, 6, 25.) A questionnaire containing the following four questions was sent out: (1) "What are the clinics in your community or its vicinity? A complete list is desired. (2) What information should we obtain about each clinic in the U. S.? (3) What should be the minimum standards for admission of clinics to the directory? (4) What should be the minimum requirements for listing a clinic as an approved training center?" One hundred and sixty-one of these questionnaires were returned and a Tentative List of Psychological Clinics in the United States was published in the AAAP's Bulletin No. 9, February, 1942. In this year the Chairman entered the U. S. Army and no further use was made of the data from this questionnaire until 1946 when an analysis was made by the present Committee for guidance in making a new survey.

In November, 1943 the AAAP reconstituted the Committee on Clinic Certification and charged it with (1) preparing standards for psychological clinics, (2) making a survey of existing clinics and (3) recommending clinics for certification. This Committee consisted of David Shakow, Chairman, Jerry W. Carter, Jr., Norman Fenton, Donald B. Lindsley and C. M. Louttit. (See Proceedings and Reports of the Seventh Annual Meeting of the American Association for Applied Psychology, *J. consulting Psychology*, 1944, 8, 14.) This Committee had no physical meeting but working by mail sought to define a psychological clinic tentatively among themselves and consider such questions as (1) Should separate standards be set up for diagnosis, treatment, training, research, community relationships? (2) Since certification requires the evaluation

of personnel, facilities, and the quality of work done, what general standards should be set up for those and which procedures should be used in their evaluation? Must the Committee limit itself to data derived from questionnaires, or can means be provided for evaluations based on personal visits by members of the Committee or its representatives? (3) What overlap is there between the problems raised by clinic certification and those of individual certification and graduate school certification? (4) What should be our relationship with and attitude towards certifying agencies of other groups which set up standards, e.g., the National Committee for Mental Hygiene which supervises Child Guidance Clinics? (5) Shall we concern ourselves with the problem of the certification of specialized technical services, such as remedial reading clinics, which do not have psychologists but which may meet certain standards?

From this Committee's discussions two broad principles were felt to have emerged: (1) That reasonably high standards should be established in order to help put the psychological clinic situation in order; (2) That the field covered by clinical services is almost always one in which several different professions are involved and that it is desirable for the psychological group to do all in its power to work cooperatively with the other groups in order to define functions and achieve standards of performance which meet the needs of the community.

It was the feeling of this Committee that a new survey was needed, as soon as conditions permitted, to give the Committee an empirical basis for recommending clinic standards to the Association. The deliberations of this Committee, in the form of an exchange of letters among the membership have been studied by the present Committee.

In October, 1944 the APA and the AAAP appointed jointly the members of the AAAP's Committee on Clinic Certification and added Marie Skodak and Robert M. Yerkes to the Committee and renamed it the Committee on Standards for Psychological Service Centers. This Committee was unable to function because of war conditions. Attention is called to the new and broader emphasis the change in the name of the Committee implied. No change in the task of the Committee was mentioned. (See Summarized Proceedings and Reports of the Eighth Annual Meeting of the American

Association for Applied Psychology, *J. consulting Psychology*, 1945, 9, 11-13.)

Then in September, 1945 the new APA appointed the present Committee but without any specific charge as to the nature of its task. By inference its task remained the same as the 1944 APA and AAAP Committee. The present Committee decided, however, that, as the change in the name of the Committee seemed to imply, its task had a different emphasis. For example, after reviewing the efforts of past committees, the Committee felt that if it thought more in terms of psychological services, rather than in terms of psychological clinics, more progress might be made than by wrestling with the old enigma, what is a psychological clinic? This question seemed to have defeated past Committees because no one was able to define a clinic except in terms of what clinical psychologists do, and they do so many diverse things, i.e., it seemed that few clinics are enough alike to warrant common standards but psychological services may yield more readily to definition. After definition, several psychological services might be classed as a clinic or, probably better, a center for psychological services with given services defined and approved by the Association. The terms "psychological services" and "center" did not seem to have the liabilities of the term "clinic" and appeared to be in harmony with the reasons that prompted the change in the name of the Committee in 1944.

With this approach to its task, the present Committee is completing a questionnaire to be used in surveying the psychological service centers of the country for the purpose of securing the necessary data to serve as a basis for proposing criteria for the certification of psychological services. It is contemplated that such criteria, along with perhaps a tentative list of services that appear to meet these criteria, will be published for the information of the profession, preliminary to asking Association approval of the criteria and the procedures necessary for implementing actual certification.

The Committee has a most formidable and responsible task that can not be put off much longer without serious prejudice to our profession (See Report of Subcommittee on Graduate Internship Training, *J. consulting Psychology*, 1945, 9, 243-266.) Accordingly, it is hoped that this report will merit careful study by the Association membership.

Members are urged to send their suggestions to the Committee.

The Committee held its first physical meeting on September 3, 1946, reviewed its progress and came to the following conclusions:

1. The Committee feels that its charge of (1) preparing standards for psychological clinics, (2) making a survey of existing clinics and (3) recommending clinics for approval, which charge was inherited from the AAAP Committee of Clinic Certification, is not in harmony with either the implications of the Committee's change in name in 1944 or with conditions now facing the Association. For instance, it is felt that it is necessary to think in terms of psychological services rather than in terms of psychological clinics.

2. Since the present committee is made up entirely of clinical psychologists and does not include representatives of other closely allied fields, e.g., industrial and educational psychology, the Committee does not feel that it can accept responsibility for surveying, preparing standards, and recommending for certification the variety of psychological services extant.

3. It also appears that the work of the Committee overlaps with that of the Committee on Graduate and Professional Training and the committee working on the problem of certifying individual psychologists to such an extent that closer coordination of these three committees is advisable if confusion is to be avoided.

Accordingly, it is recommended that:

1. The Committee on Standards for Psychological Service Centers be reconstituted to include representatives from other fields of psychological services.

2. The reconstituted committee be integrated as a subcommittee of a larger committee charged with the interrelated problems of professional training and standards for the certification of individual psychologists. The specific suggestion is that there be a committee on professional problems with an overall chairman capable of helping such subcommittees, as suggested above, develop consistent Association procedures and policies.

3. Attention is called to the need of a survey of the Association's entire membership to determine such questions as who is performing psychological services in the applied fields? what services are being performed? who are the recipients? under what organizational auspices are services provided? It is felt

that such a "job analysis" would provide a better basis for dealing with problems of professional training and the certification of both individual psychologists and organized psychological services. Starting with such data, the subcommittees would be in a position to more effectively do their respective jobs.

Respectfully submitted,
Katherine M. Banham
Joseph E. Brewer
Jean W. Macfarlane
Wilma T. Donahue
Morton A. Seidenfeld
Lee Edward Travis
Jerry W. Carter, Jr., *Chairman*

REPORT OF THE COMMITTEE ON UTILIZATION IN PSYCHOLOGY OF SURPLUS WAR MATERIALS

*To the Council of Representatives of the American
Psychological Association:*

All activities of the Committee were carried on by means of correspondence between the Chairman of the Committee, members of the Committee, and certain selected psychologists and governmental agencies.

The Committee has received and answered numerous requests from psychologists for information regarding procedures for the procurement of materials believed by the psychologists to be surplus. Most frequently, the request is for the psychomotor tests employed by the Aviation Psychology Program of the Army Air Forces, or for other highly specialized research equipment, such as wire recorders. Such equipment is not, according to information available to the Committee, available for purchase. In the case of the Army Air Forces psychomotor tests, release by the AAF School of Aviation Medicine, where these tests are stored, is not authorized except for research projects of the School or other research projects authorized by the Office of the Air Surgeon, Hdqrs., Army Air Forces. Other specialized research equipment, such as used in psychological research projects of the Army, Navy, Army Air Forces, and NDRC, is apparently not being released.

A basic reason for the non-availability of equipment of special interest to psychologists is that the

Army, Army Air Forces, and Navy are continuing their psychological research and service activities. Thus, the Aviation Psychology Program in the Army Air Forces is continuing the use of psychomotor tests in the selection and classification of aircrew personnel, and is continuing research on the many experimental tests developed during the war.

Surplus and salvage equipment of complicated electronic and mechanical design is sometimes offered for sale at Army, Army Air Forces, and Navy depots. Such equipment frequently contains units or parts of potential value to the psychologist who designs and builds his own equipment. In this category are aircraft radios, computing gunsights, aircraft instrument panels, etc. For example, one computing gunsight may yield four or five precision ball-races, precision gear-trains, prisms, variable and constant speed motors, precision rheostats, and innumerable small precision bearings. Used hand tools are also frequently offered for sale. The lots of equipment put up for sale by the service depots are usually too large for purchase by a single individual or laboratory, and it is usually more satisfactory to buy such equipment from local jobbers of surplus and salvage equipment. Such equipment is usually reasonable in price, especially when it has no apparent civilian usage. When and where such equipment becomes available cannot be determined by the Committee, and must be the responsibility of the interested psychologist.

It is recommended that the Committee be continued unless its activities can be absorbed by a subcommittee of a committee with more comprehensive functions relating to the standardization, procurement, and use of psychological equipment.

Respectfully submitted,

Charles W. Bray

Paul M. Fitts

Carroll L. Shartle

Arthur W. Melton, *Chairman*

REPORT OF THE COMMITTEE ON CLINICAL PSYCHOLOGY

To the Council of Representatives of the American Psychological Association:

The Committee on Clinical Psychology was appointed on January 27, 1945, for the purpose of seeking a clarification of the professional relation-

ships between clinical psychology and psychiatry. It has worked cooperatively with a committee of the American Psychiatric Association appointed for the same purpose. In its preparatory work the Committee held extensive correspondence and prepared a preliminary statement concerning the definition of clinical psychology and its relationship to psychiatry.

On June 20 and 21, 1946, the Committee met jointly with the representatives of the American Psychiatric Association at Teachers College, Columbia University, New York City. The American Psychiatric Association was represented by Drs. Eugene Barrera, Frank O'Brien, James S. Plant (Chairman), Henry Schumaker, and Paul Wilcox. The meeting was very harmonious. Agreement was reached on a number of important matters, and no serious and irreconcilable areas of disagreement were encountered. The findings and recommendations of the Committee are embodied in the following paragraphs. The Committee recommends that the Council of Representatives approve these principles as representing the official policy of the American Psychological Association. An identical statement is being submitted to the American Psychiatric Association by its committee, with the recommendation that it be adopted as a matter of policy.

Definition and Certification. 1. The Committees give unqualified endorsement to the steps now being taken by the American Psychological Association leading toward the certification of clinical psychologists. The qualifications of psychiatrists and neurologists are standardized by the American Board of Psychiatry and Neurology, but the qualifications of clinical psychologists have not been clearly defined. In the future, the term "certified clinical psychologist" shall mean only those persons who have received such certification.

2. It is recommended that only one grade of clinical psychologist should be certified, and that this certification should require the highest standards of training and competence. It is acknowledged, however, that recognized clinical psychologists now practicing may be certified, even though they do not meet the specific requirements to be demanded of new persons entering the profession.

Training. 3. Applicants for certification as clinical psychologists should have completed four years

of post-graduate training, leading to a doctorate. While there will be necessary and desirable differences in the content of training courses, they will always include one year of internship, preferably the third year, and will also contain considerable direct sensitization to clinical problems in the first and second years.

4. A basic concept in the preparation of both psychiatrists and psychologists will be that of team work between the two professions. This stresses the limitations of each discipline, and the necessity for the insight that each offers to the total problem. Adequate training in professional relationships will clarify the problems of division of labor and responsibility more effectively than will any a priori allocation of areas of service.

5. There are immediate and serious problems in the provision of proper training facilities for both psychiatrists and psychologists. It is therefore recommended that the American Psychiatric Association should refuse to certify any center as adequate for the training of psychiatrists if it does not have one or more certified clinical psychologists, and provision for the training of interns in psychology; and that the American Psychological Association should similarly refuse to certify any center for internship training as adequate if it does not have one or more psychiatrists who are diplomates.

6. A balance of clinical instruction and more formal and planned instruction is desirable in the preparation of both psychiatrists and psychologists. The introduction of clerkships and intern training is needed to overcome the previous excess of formal instruction in the training of clinical psychologists. On the other hand, the preparation of psychiatrists, now largely on an apprenticeship basis, should be supplemented by a greater amount of formal and planned instruction.

7. The selection of candidates for training as psychiatrists and psychologists is essential, and should take both ability and personality into consideration. The Committees therefore endorse the vigorous pursuit of research on methods of personnel selection applicable to candidates in these fields.

Practice. 8. As a principle and an ideal, the Committees recognize the mutual dependence of the two disciplines upon each other in the areas

of the description of human personality (diagnosis), the handling of persons with deviations (therapy), and research on problems of human behavior.

9. A full description (diagnosis) of each person involves at least medical and psychological contributions. There is no intention on the part of either profession to assume duties for which it is not well prepared by training. The same basic considerations pertain to the area of handling (therapy). This interdependence is best achieved by emphasis upon the team-work concept in training and in practice.

10. In hospital practice, the responsibility for the patients' care and well-being is easily defined as medical. In many other areas, including educational institutions, some clinics, and some private practice, the responsibility is not so clearly defined. In these fields, both psychiatrists and clinical psychologists accept some degree of responsibility, according to their competences acquired through training.

11. The Committees condemn the tendency to regard "personal counseling" and the handling of "mild" psychoneuroses as areas so simple that they can be served by persons with little or no psychological training. These areas require the highest degree of competence and preparation on the part of either clinical psychologists or psychiatrists, and are best handled with a recognition of the interdependence of the medical, psychological, and social aspects.

12. The rapid rise of community clinics, educational counseling facilities, and the like, has resulted in a wide variety of patterns of administrative control. In various organizations, a psychiatrist, a psychologist, a social worker, or an educator may be the responsible administrative officer. The Committees recognize that there is no essential relationship between professional and administrative responsibility, and see no need for changing the present diversity of practice.

Research. 13. Both psychiatry and clinical psychology are pioneer fields, seriously hampered by limitations in basic knowledge and in practical techniques. Psychology and psychiatry have a joint and mutual responsibility for the extension of the frontiers of knowledge through research. To this end, no effort should be spared in preparing persons capable of performing research, and in

providing facilities for research in all situations in which psychiatrists and psychologists work.

Professional Relationships. 14. The Committees recommend that other steps be taken to promote good will and understanding between the two professions, in addition to those already stated in connection with training, practice, and research. It is especially recommended that there should be a systematic exchange of articles in professional journals, and exchange of speakers at the meetings of the Associations.

15. As one means for furthering the development of mutual dependence and support between psychology and psychiatry, the Committees recommend that they be continued, with the prospect of annual joint meetings.

The Committee recommends, in keeping with the last paragraph of the joint statement, that it be continued with the prospect of another constructive meeting with the representatives of the American Psychiatric Association, and that funds be appropriated to defray the travel expenses of members attending such a meeting in 1947.

Respectfully submitted,

Stuart W. Cook

William A. Hunt

Carlyle Jacobsen

Donald G. Marquis

Frederick C. Thorne

Laurance F. Shaffer, *Chairman*

REPORT OF THE COMMITTEE ON INTERNATIONAL PLANNING FOR PSYCHOLOGY

To the Council of Representatives of the American Psychological Association:

The Committee met at Princeton on November 18, 1945. Walter S. Hunter, Walter R. Miles, Robert M. Yerkes, and the Chairman were present. The Committee discussed the functions of the Division of Cultural Relations of the State Department and suggested that social psychologists would make good cultural attaches, and that they should be trained if such positions are open to them. The Chairman was instructed to get in touch with foreign psychologists and in this connection there was discussion of the possibilities of making contacts with our Russian colleagues. The question of the

next International Congress was mentioned. It was thought premature to make plans for such a Congress.

Following the instructions of the Committee, the Chairman has been in correspondence with psychologists in France, England, Portugal, Italy, Holland, Spain, Sweden, Belgium, Austria, China, Switzerland, Haiti, and Argentina. Attempts to get in touch with Russian psychologists have not yet met with success. Most of the correspondents have been enthusiastic over the prospect of renewing relations with the psychologists of the United States. They expressed a desire for literature. Some would like financial aid. Many have sent books and reprints of their own in exchange for literature they have received.

The Division of Anthropology and Psychology of the National Research Council has sent copies of *Psychology for the Armed Services* to a list of psychologists supplied by the Committee.

The Committee recommended to the Publications Committee of the American Psychological Association that sets of journals published by the Association be sent to institutions whose libraries have been destroyed. The American Psychological Association adopted this recommendation and the Committee started gathering information pertaining to the distribution of the journals. The Committee is also obtaining lists of the active psychologists in the various foreign countries.

The Committee has prepared for the AMERICAN PSYCHOLOGIST a bulletin of news of foreign psychologists received from its correspondents. It is planned to publish such bulletins from time to time as interesting items come in.

The Chairman met with Dael Wolfe, Ben Sherrington, Angus Campbell, and Rensis Likert in Washington on April 2, 1946, to discuss UNESCO and the ways in which psychology could cooperate. It was decided that the social psychologists could help to gauge public opinion on the effects of UNESCO activity. Psychologists also could arrange for exchange of professors and students.

The Chairman was asked to submit a list of psychological books to the SSRC which is going to send about 200 books to each of 40 libraries.

The Committee met again on April 27th, 1946, at the Harvard Club in New York. Present were Pro-

fessors Miles, Hunter, Langfeld and Wolfe (by invitation).

The Committee's main business was to go over the letters received from abroad and decide on the policy to be followed in meeting the requests for books and journals of the foreign psychologists.

It was decided that except in rare instances the back numbers of the APA publications should be sent only to universities and other institutions, and not to individuals.

It was decided that for the present only back numbers of the publications from 1939 on should be sent abroad. It was thought that if later the foreign institutions needed the complete sets, they could be sent to them. For the present the Committee has not sufficient information to make such decisions.

The Executive Secretary was instructed to send back numbers of the publications to the Universities of Warsaw, Cracow, Posen, and Louvain. It was also agreed that the Executive Secretary and the Chairman should decide what requests to honor in the future.

The Chairman was again asked to try to get in touch with our Russian colleagues. Yerkes suggested in a letter that we should try to arrange a scientific meeting between Russian and American psychologists either here or in Russia.

Requests for money and clothing could not be considered directly by the Committee, but Miles took charge of such a request from Italy.

The day after the meeting the Chairman received a letter from Franziska Baumgarten-Tramer asking whether the International Congress of Psychology and the Congress of Psychotechnics could be held in the same town and on successive days in either the spring or fall of 1947. She also wanted to know where we thought it could be held. The members of the Committee were circularized and it was the unanimous opinion that it would be advantageous for the International Congress of Psychology and the Congress of Psychotechnics to meet either together or on successive days. It was pointed out that Americans could not go to a meeting in the fall or spring, but that the meeting would have to be either in July, August, or the first week of September if they were to attend. 1948 seemed the earliest possible date.

A letter has also been received from Charles S.

Myers, in which he states that he has also received a letter from Dr. Baumgarten-Tramer, who inquired about the feasibility of having a Congress in 1947 either in Edinburgh or Stockholm. The Chairman answered that the Committee did not think it advisable to plan for an International Congress before 1948 on account of the international situation and the difficulties of travel.

The Chairman met the presidents of the four leading Belgian universities, and discussed their needs. Arrangements are being made to send several of their libraries back numbers of magazines.

The work of the Committee is increasing and it is recommended that it be continued.

Respectfully submitted,
Walter S. Hunter
Walter R. Miles
Robert M. Yerkes
Herbert S. Langfeld, *Chairman*

REPORT OF COMMITTEE ON DIVISIONAL ORGANIZATION

To the Council of Representatives of the American Psychological Association:

In the absence of the Chairman, Edgar A. Doll acted in his stead at the Columbus meeting of the Association. The Committee faced two tasks:

- (1) Encouraging the consolidation of present divisions with some degree of overlap, and
- (2) The completion of the divisional structure through preparation of divisional By-Laws, etc.

The divisional structure was analyzed and proposals made for consolidation. The Committee is pleased to report the combination of the Division of Clinical Psychology with the Division of Abnormal Psychology and Psychotherapy. Other similar amalgamations are in prospect. A discussion of the problem by Edgar A. Doll appeared in the August, 1946 *AMERICAN PSYCHOLOGIST*.

The work of Divisional Organization was facilitated by the APA Committee consisting of Gordon W. Allport, Robert A. Brotemarkle, Florence L. Goodenough, and David Shakow, which prepared a guide for the preparation of By-Laws for the divisions of the APA.

The divisions made strides during the year in defining their purposes, preparing standards of

membership, and in other ways beginning to function in harmony with the new By-Laws.

Respectfully submitted,

Rose G. Anderson

Edgar A. Doll

Ernest R. Hilgard, *Chairman*

REPORTS OF APA REPRESENTATIVES TO OTHER ASSOCIATIONS

REPORT OF THE REPRESENTATIVES TO THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE

*To the Council of Representatives of the American
Psychological Association:*

Record cards have been sent to every member of the AAAS for the purpose of securing information which will be used in the new edition of the Proceedings. The Membership Directory which will be a part of the publication will include the names of members from all fields including residents of about 75 countries and their major subdivisions. It will also include a geographical index of members with their fields of principal interests. There are now almost 29,000 members representing nearly 200 societies affiliated with the AAAS. Members of the American Psychological Association are urged to send in their returns without delay and to inquire for directory blanks if they have not received them.

Members of the APA who desire to become members of the AAAS should write to the Office of the Permanent Secretary, 1515 Massachusetts Ave., N.W., Washington 5, D. C. Membership dues are \$5 per year including a subscription to the monthly AAAS *Bulletin* and a choice of one of the journals, *Science* or *Scientific Monthly*. Since January, 1946, the journal *Science* has been under the Editorship of Willard L. Valentine, former Business Manager and present Treasurer of the American Psychological Association. Significant changes in plan and format were introduced.

An account of the reorganization of the American Psychological Association contributed by the Executive Secretary, Dael Wolfe, appeared in the March, 1946 edition of the AAAS *Bulletin*. The *Bulletin* earlier carried an historical account of the development of the Association. Approximately 41 per cent of the 789 members of the Psychology Section

of the AAAS have been accorded the status of Fellow. The average for the entire society is 40 per cent and certain sections go as high as 66 per cent. The revised constitution adopted at the St. Louis meeting simplifies the procedures for nomination and election. It is customary for the APA to send officials of the AAAS lists of the names and addresses of newly elected members. Nomination for Fellow is handled through the Secretary of Section I, Harold E. Burtt of Ohio State University.

Section I, Psychology, of the AAAS met jointly with the Midwestern Psychological Association at the St. Louis meeting on Thursday, Friday, and Saturday, March 28-30. Forty-three papers were read in sessions concerned with general psychology, abnormal psychology, comparative psychology, social psychology, and child psychology. It is estimated that approximately 200 persons attended the section meetings. A joint session was held between Midwestern and Sections I and Q (Education) at which addresses were presented by Sidney L. Pressey (Midwestern), Florence L. Goodenough (Section I), and H. H. Remmers (Section Q). Sidney L. Pressey, the Retiring President of the Midwestern Psychological Association was elected Chairman of Section I. The Society for Research in Child Development held sessions on Friday. The program included reports on current research from the centers and a symposium on the future of research in child development.

In spite of difficulties in housing, 2,649 persons from 46 states, the District of Columbia, and 14 foreign countries registered for the AAAS meetings. Dr. Anton J. Carlson, Retiring President, delivered an address on Wednesday evening, March 27, on the topic, "Is There a Standard to Which the Wise and the Honest Can Repair." Dr. James B. Conant, the President of the Association for 1946, presided.

The one hundred thirteenth meeting of the Association is planned for Boston, Massachusetts, on December 26-31, 1946. The headquarters will be the Hotel Statler.

During the course of the year the association acquired a building site on Scott Circle in Washington, D. C. The property is at the intersection of Massachusetts Avenue, 15th Street, 16th Street, and N Street. The purchase will provide an old building in which work may be carried on for the

time being and an excellent location when a new structure is possible. Scientists of the country have contributed approximately \$100,000 to the building fund and additional contributions are urgently needed. One society has made a gift as an organized group.

The AAAS appointed a special committee headed by Dr. Conant to coordinate the action of scientists in behalf of S 1850. The Council of the Association was canvassed by a mail ballot and in the first returns 230 voted in favor of and only ten against the creation of the committee. The journal *Science* has undertaken to keep the association informed concerning the ups and downs of Federal bills on behalf of science. Although legislation failed to pass in 1946, it is expected that new legislation will be introduced in 1947.

The United Nations Educational, Scientific and Cultural Organization is a specialized agency of the United Nations for the interchange of knowledge and the promotion of understanding. Officials of the AAAS are in touch with developments and it is expected that there will be an advisory committee to represent American scientists. The Board of Directors of the APA already has taken steps by resolution and participation to represent the interests of psychology.

Respectfully submitted,

Jean Macfarlane

Willard C. Olson

DIVISION OF ANTHROPOLOGY AND PSYCHOLOGY, NATIONAL RESEARCH COUNCIL

To the Council of Representatives of the American Psychological Association:

During World War II the volume of work undertaken by the National Research Council was very great. In times of emergency, especially, the need for factual knowledge of the human being is obvious; and the Division of Anthropology and Psychology carried its share of the work load. That the Division was able to bring its war projects to successful conclusions reflects the spirit of the members of our sciences, and the value of cooperative activity.

With the end of the war, and in order that cooperative scientific research and planning might continue without decrement, the officers of the National Academy of Sciences and of the National

Research Council gave, and are continuing to give, much thought to possible improvement of organization. With this in mind, the Division, at its annual meeting on April 20, 1946, accepted the recommendations of its Committee on Nominations:

1. That no action be taken at the 1946 annual meeting on problems of methods of appointing Divisional members and of proportional representation between Psychology and Anthropology, but that the Executive Committee be instructed to study these and related problems during the coming year in consultation with the respective associations and report to the 1947 Division meeting.
2. (a) That the Vice-chairman of the Division be asked by the Chairman to accept fuller responsibility than has been customary for Divisional activities falling within the former's discipline; (b) that the Vice-chairman be an *ex-officio* member of all Divisional Committees; and (c) that the Vice-chairman of the Division be requested to submit annually to the Chairman a report of Divisional activities within the former's discipline.

To meet the changing conditions produced by the transition from war to peace, most of the committees of your Division are being continued for the time being. The most conspicuous exception is the Emergency Committee in Psychology which ceased its work on December 31, 1945. A full report of the work of that Committee is in preparation for publication in a psychological journal.

A brief report of the activities of some of the other committees of the Division follows:

The *Committee on African Anthropology* is the only formally constituted body in the United States with scientific aims analogous to those of the International African Institute. A project is now under way to list films descriptive of African life for circulation among anthropologists as teaching aids for courses in general ethnology or in the ethnology of Africa.

The *Committee on Anthropology of Oceania*. The Division, through its Committee, took an active role in furthering the large and highly-successful Pacific Science Conference held by the Council on June 6-8, 1946. The stated objectives of the Conference were: To form an effective organization of American scientists interested in the Pacific, to

encourage and assist scientific research and activities in the Pacific area, and to further international cooperation along these lines.

The *Committee on Applied Psychology and the War* has submitted a final report of its work and of the work of its predecessor, the Committee on Service Personnel—Selection and Training. The report is available in the files of the Division. The report describes the development and activities of the two Committees and of the war research which was sponsored by them under a number of NDRC contracts.

The *Board on Clinical Psychology Advisory to The Surgeon General* continued its advisory relations to the some four hundred clinical psychologists of the Army.

The *Committee on Fellowships* reports that no applications for post-graduate fellowships in psychology or anthropology were received within the limiting dates for consideration and therefore none was awarded. In contrast the Council granted fellowships to 10 out of 114 applicants for predoctoral fellowships in psychology. The predoctoral fellowships were established to assist men whose education had been interrupted by the war.

The *Committee on International Cooperation in Anthropology* has re-established contact with anthropologists in Europe and elsewhere. The Committee has been extremely active in collecting material. Summaries of this material have been appearing from time to time, particularly in the *American Anthropologist* and the *Britannica Book of the Year*.

The *Committee on International Cooperation in Psychology* has also re-established contact with many foreign psychologists. It has assisted foreign libraries and individuals who have been cut off from access to scientific literature.

The *Committee on Latin American Anthropology*, in the Spring of 1946, undertook a survey of research on Latin America by United States Scientists and Institutions for use by the American delegation to the Fourth General Assembly of the Pan American Institute of Geography and History which met at Caracas, Venezuela during the latter part of August. The Committee has also made arrangements for the Viking Fund at 14 East 71st Street, New York City, to serve as informal advisor to individuals, scientists, and members of the Government preparing to leave for Latin America.

The *Committee on the Selection and Training of*

Aircraft Pilots has concentrated its research on a study of visual capacity in relation to learning to fly. The study is being conducted at Ohio State University and will continue into the present year. Experimental work under the Committee's auspices at the University of Tennessee has ceased and reports of the research conducted at Tennessee will soon appear. At the request of the Civil Aeronautics Administration, which supports the work of this Committee, the literature on fatigue, particularly pilot fatigue, was surveyed in respect to the hours of work of the pilot and to the needs for further research.

The *Committee on Survey of South American Indians* has completed its work with the publication of the first two volumes of the Handbook on South American Indians.

Respectfully submitted,

A. IRVING HALLOWELL, *Chairman*
CHARLES W. BRAY, *Vice-chairman*

REPORT OF THE REPRESENTATIVE TO THE SOCIAL SCIENCE RESEARCH COUNCIL

To the Council of Representatives of the American Psychological Association:

The three representatives on this Council from the APA for the year 1945-46 were Harold E. Jones, Robert R. Sears, and Willard C. Olson. The following report was prepared by the senior member of this group.

At the regular meetings of the Council, in September and April, committee activities were reviewed and action was taken with regard to a series of post-war programs in social science research.

Of especial interest to psychologists is the work of the committee on Social Adjustment, and of its subcommittee on Social Adjustment in Old Age. A technique has been developed for measuring adjustment, in terms of attitudes and activities, and its usefulness has been tested in an extensive survey. The committee has also published a research planning memorandum. Personality, intelligence, and mental disorders in the later years of life are among the topics considered.

Problems of group conflict have led to the establishment of a committee on Techniques for Reducing Group Hostility. Carl I. Hovland is the psychologist member of this committee, and Irvin L. Child

has assisted in the preparation of research plans. Industrial group relations, and conflicts along racial, cultural, and political lines of cleavage are included in the survey program.

Continued meetings have been held of the Conference Board of Associated Research Councils, involving representatives of the SSRC, NRC, and ACLS, to deal with joint activities and problems of common interest. An important example of joint responsibility is in the work of the committee on Opinions, Attitudes, and Consumer Wants, which has undertaken a study of sampling methods and of survey techniques; for this investigation the Rockefeller Foundation has made a grant of \$43,800 to cover a two year period.

For 1945-46, 19 grants-in-aid were made to individual scholars, including one grant to a psychologist, Harvey C. Lehman, for the completion of a study of the chronological age levels at which men do their best work in various lines of endeavor. Ten post-doctoral and pre-doctoral fellowships were awarded, none of these to a psychologist. The number of candidates was greatly reduced as compared with pre-war years. In addition to the regular fellowship program, Demobilization Awards were made to a number of social scientists and to men in training, whose work had been interrupted as a result of the war. Among these was an award to John C. Eberhart, for one year's research on the functioning of the House of Representatives, from a social psychological standpoint.

During the year Robert T. Crane, who has served for many years as Executive Director of the Council, reached the age of retirement. He was succeeded by Donald Young, a sociologist formerly at the University of Pennsylvania. A. T. Poffenberger, member-at-large of the Council, became Chairman of the Committee on Problems and Policies. Under vigorous leadership, the council may be expected to continue its program of research planning and appraisal, grants-in-aid, and the development of personnel, in the fields of psychology, anthropology, sociology, economics, history, political science, and social statistics, particularly in connection with research enterprises which involve the combined interests and resources of two or more of these scientific disciplines

Respectfully submitted,
Harold E. Jones

REPORT OF THE REPRESENTATIVE OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION TO THE AMERICAN DOCUMENTATION INSTITUTE

To the Council of Representatives of the American Psychological Association:

The American Documentation Institute, 1719 "N" Street, N.W., Washington, D. C., was formed some years ago on behalf of some sixty of America's scientific and scholarly societies, councils, and institutions. It arose out of the need for a broad and intellectually motivated development of all phases of documentation.

Special emphasis has been placed on microphotographic duplication and its ramifications. This has included the fields of physical, natural, social, and historical sciences, and the general sphere of libraries and information services.

During 1945 the American Documentation Institute continued its various services in the scholarly and scientific fields: continuation of its auxiliary publication service; provision of sets of journals in microfilm; cooperation with the United States Department of Agriculture to supply equipment for operating the Bibliofilm Service; and the Oriental Science Literature Service.

Due to the war, the activities of the American Documentation Institute were operated largely on a minimum basis and with a voluntary and parttime staff. It seems likely that many of the services may be expanded in the coming years, especially in the development and greater utilization of microfilm as a documentary tool.

At the annual meeting held in Washington on January 31, 1946, your representative from the American Psychological Association was re-elected as Treasurer and member of the Board of Trustees of the American Documentation Institute.

Respectfully submitted,
Steuart Henderson Britt

REPORT OF THE APA DELEGATION TO THE INTER-SOCIETY COLOR COUNCIL

To the Council of Representatives of the American Psychological Association:

The Annual Meeting of the Inter-Society Color Council was held May 6-7, 1946 at the Hotel Pennsylvania on New York City. In addition to the

regular business meeting, there was a discussion session in Art and Color lead by Arthur Pope of the Fogg Museum, Harvard, and J. Scott Williams, Painter, of New York City. A second discussion session and exhibit presented the colorimetric standardization of the colors of the Textile Color Card Association's Standard Color Card. The new Chairman of the ISCC, Ralph Evans of Eastman Kodak Co. gave an illustrated lecture on "Lighting a Subject for Color Photography." A technical session was arranged for the Society of Motion Picture Engineers which was meeting concurrently. The speakers at this symposium were I. H. Godlove on "Color for Producer and Consumer" and Ralph Evans on "Light Sources and Colored Objects". The papers presented at the technical session will be prepared for publication by the SMPE and distributed to ISCC delegates.

Activities of the ISCC during 1944-45 were reviewed as follows in part, by the retiring Chairman, Michael J. Zigler, APA delegate. "A number of special color problems have been under study by specially appointed subcommittees. The various subcommittees have reported substantial progress. Problem 6 was concerned with an evaluative study of usage of terminology among the diversified constituency of the Council. Problem 10 has made progress in the development and production of a color aptitude test (*J. applied Psychol.* 30, 1946, 10-22; *Textile Colorist and Converter*, 67, no. 11, 1945, 114f., 154) a test designed to indicate differences in color capacity among persons normal with respect to color discrimination. Problem 11 has studied color blindness. The merits and weaknesses of commonly used tests have been indicated, and new tests designed to be used in the detection of weaknesses in color capacity were developed. Problem 12 dealt with specifying suitable conditions of illuminating and viewing of samples. Problem 13 was set up to determine illuminant specifications for the textile industry where color matching is an essential procedure. The committee has been studying the color temperature of natural daylight used by color matchers and the color temperature of artificial daylight preferred by color matchers.

"The News-Letter has continued to serve as the medium of news regarding events and general items of interest to workers in color. The editorial staff was increased, and an increasing number of his-

torical items have appeared in recent numbers. In response to appeals of individuals and groups who have no direct connection with the Council, the Executive Committee saw fit to approve a subscription fee for the News-Letter, thus permitting it to be circulated among those making the appeal."

Along with the increasing activity in all fields of psychology, greater interest is being shown in problems of color. Several psychologists have become individual members of the ISCC and more have been in attendance at recent meetings. The APA delegation still contains a major portion of that body's activities in the field of color.

The following officers were elected to serve the term of 1946-47: Chairman, Ralph M. Evans (SM PE); Vice-chairman, I. H. Godlove, (AATCC and OSA); Secretary, Dorothy Nickerson (OSA and IMG); Treasurer, Norman Macbeth (IES); Counsellors, Michael J. Zigler (APA), I. A. Balinkin (ACS); William F. Little (IES).

Your delegation recommends that the American Psychological Association continue its affiliation with the Inter-Society Color Council and that the present delegation be re-elected.

Respectfully submitted,
 Sidney M. Newhall, Voting Delegate
 Michael J. Zigler, Voting Delegate
 Frank A. Geldard, Delegate
 Joy P. Guilford, Delegate
 Harry Helson, Delegate
 Theodore F. Karwoski, Delegate
 Elsie Murray, Delegate
 Louise L. Sloan, Delegate
 S. Rains Wallace, Jr., Delegate
 Forrest Lee Dimmick, *Chairman*

REPORT OF THE REPRESENTATIVE TO THE NATIONAL COUNCIL ON REHABILITATION

To the Council of Representatives of the American Psychological Association:

The 1946 Annual Meeting of the National Council on Rehabilitation, which was attended by your representative, was devoted to a discussion on Rehabilitation Centers, the State Vocational Rehabilitation Services, and business matters of the Council. Among the latter was the report of the Committee to Define the Process of Rehabilitation. This committee is engaged in an attempt to define

the functions of the several professional groups in the rehabilitation process. The report prepared by the committee is at present being revised and will be ready for distribution within a few months. The role of the psychologist in rehabilitation work is now more adequately covered.

It is recommended that the American Psychological Association continue its affiliation with the National Council on Rehabilitation.

Respectfully submitted,
Louis Long

REPORT OF THE REPRESENTATIVE TO THE DIVISION OF PERSONNEL OF THE NA- TIONAL COMMITTEE FOR MENTAL HY- GIENE

*To the Council of Representatives of the American
Psychological Association:*

During the past year, the Division of Personnel of The National Committee for Mental Hygiene has functioned chiefly in an advisory capacity to the men and women being separated from the war services and to the students being graduated from the colleges and universities in the country who are seeking further training in the field of psychology. The limited personnel of the division has made it impossible to carry on the work in placement of the previous years. It has been hoped that in the new Psychiatric Personnel Placement Service, established last December jointly by the American Psychiatric Association and the National Committee, finances might be found to include the placement and training of workers in the fields of psychology and psychiatric social work. Thus far this function has not become a reality.

The question of the need of uniform training and of the dearth of adequate post-graduate training centers in the field of psychology has been discussed in various groups from time to time. The National Committee for Mental Hygiene through its Division of Community Clinics at its annual conference of clinical directors, last February, again included this topic in its program. To quote the chairman of the Psychologists Discussion Group: "The discussion focused broadly around the need of a recommended training program for psychologists in psychiatric clinics, recommendations for minimum standards of training as related to clinical work, and the necessity for cooperative planning of

university departments of psychology having clinics offering internships. The importance of the points discussed was reflected in the dissension of the opinion expressed in the meeting as well as the difficulty the group encountered in coming to any definite conclusions. It was evident that the group feels itself to be a part of a much larger entity represented by the profession as a whole." But it was felt that the formulation of "any recommendations should logically be limited to the area of psychologists in psychiatric clinics with support being given to what has already been approved by the Sub-committee on Graduate Internship Training of the American Psychological Association for the attainment of more universal standards in the field in general, increased opportunities for training of individual psychologists, and the general growth of the profession."

The proposed program with recommendations of the Sub-Committee mentioned was summarized and with the Community Clinic psychologists' decision to support these recommendations, it was felt that another important contribution of this conference would be the formulation of a statement as to minimum standards for child guidance clinic psychologists. Mention was made of the available and proposed internship training programs, and it was planned to make a survey of the training offered in the psychiatric and mental hygiene clinics throughout the country, and to compile and distribute a list of such internships, giving time covered, the stipend, university enrollment, name and background of the supervising psychologist, and a description of the training program, including content and method.

Your representative in her conferences with the staff of the Division of Personnel of The National Committee for Mental Hygiene has been in a position to learn of the current situation and progress being made, in the mental hygiene clinical field, and has been able to advise many students concerning training. It is her impression that the placement of clinical psychologists at the present time is complicated by two factors. In the first place, mental hygiene clinics and hospitals, both private and public, do not pay psychologists the salaries they can command in industrial plants or business. Therefore, there are many unfilled positions in the clinical field. In the second place,

many young psychologists have been released from the armed services with the idea that the army has given them sufficient training for work in the clinical field. Often these psychologists lack both the academic training and the type of experience essential for work in a mental hygiene clinic with its emphasis on the behavior problems of childhood and adolescence. It is hoped that all psychologists interested in maintaining high standards in the mental hygiene field will pool their knowledge and resources so as to advise and guide the young psychologist who aspires to work in the field of mental hygiene and to encourage mental hygiene clinics and hospitals to raise their salary standards. It is also hoped that funds will some time be available for more extensive counseling and placement service to clinical psychologists.

Respectfully submitted,
Theodora M. Abel

REPORT OF THE COMMITTEE ON HUMAN RELATIONS IN CONSERVATION

To the Council of Representatives of the American Psychological Association:

The Committee on Human Relations in Conservation was inactive during the past year, but should be continued, preferably with the same representatives: English and Fryer. There is prospect of an extension of the sphere of influence for next year.

Respectfully submitted,
Horace B. English
Douglas H. Fryer

ANNUAL REPORT OF THE TREASURER AND BUSINESS MANAGER FOR THE YEAR 1945¹

To the Board of Directors and Council of Representatives of the American Psychological Association:

I am transmitting herewith the final annual financial report of the Business Manager and Treasurer of the Association for the year, 1945.

This report, audited by Ernst and Ernst, Accountants, shows the financial condition of the Association as of December 31, 1945, a few days after the Columbus meeting under the new constitution. It does not reflect the consequences of the reor-

ganization, but does give an accurate picture of the fiscal operation of the last year before the new functions, new duties, new expenses, new accomplishments, became a part of the picture.

The auditor's report is a detailed one. It concerns itself principally with an accounting for the cash received and disbursed during the year according to divisions of operation, a verification of the bank balance, an examination of the securities, and an estimation of the liabilities.

One new step was taken. The dues actually collected in 1945, but applicable to the year 1946, were deferred, i.e., they were not counted in the operations for the year 1945. This is a step which should have been taken years ago! Since 1938 every auditor's report has said, in effect, "These accounts are on an accrual basis except for dues, which are included in the income of whatever year they are received." Under ordinary circumstances dues notices for the coming year are mailed in November and substantial payments are made before December 31. Heretofore these payments have helped to make the end-of-the-year report a good one. This year, however, because of several conditions—the move to Washington, uncertainty about the specific address, confusion about the exact form of the dues statements, difficulty in finding collection envelopes, loss of contact with job printers, resulted in a delay in mailing the dues notices, so that as of December 31, only a small amount of 1946 dues had been collected. Because we had survived this period without borrowing money and because the year had been a good one in terms of other fiscal operations so that there was no book-keeping deficit, dues were put on an accrual basis. As the auditor's report shows, \$1,608.57 which was collected in 1945 was deferred to 1946.

As far as income from dues is concerned, all financial reports from 1938 to 1944 inclusive are comparable. The report for 1946 will be comparable with 1945, but 1945 is not comparable with 1944.

Overall Condition. The fiscal year 1945 resulted in a net income of \$7,655.17. Of this amount certain reserves were not included in the \$6,096.30 added to the balance of \$74,967.27 from the year before to make a free balance of \$81,063.57 as of December 31, 1945.

Assessment. The War Service Assessment was continued in 1945. This decision, it must be re-

¹ An audit and detailed report were submitted by Ernst and Ernst, auditors. A summary is printed here.

membered, was made in September, 1944, almost a full year before the end of the war. During 1945 the collections for War Service, which guaranteed a commitment of \$10,000 to the National Research Council actually exceeded expenses by \$1,783.49.

Office of Psychological Personnel. Continuing the practice of 1943 and 1944, in 1945 we set up an account of \$10,000 to maintain the Office of Psychological Personnel, through the National Research Council. During the year the entire \$10,000 was paid to NRC and against this amount we collected \$7,726.17 in assessments. The refund from NRC resulted in a net gain to the Association for the year of \$1,783.49. This compares with a balance of \$406.31 for the year 1944. To summarize:

In 1942 the net cost had

been.....	\$4,971.36
1943.....	3,172.79
1944 Surplus.....	-406.31
1945 Surplus.....	-1,783.49

Since this operation was terminated December 31, 1945, we close the account with a net cost to the Association of \$5,954.35, above the amounts collected during the four years of operation.

Publications. The publications remain in a strong financial position, with circulations larger than they have ever been. More than 170,000 units were produced, or about double the amount of printing done in 1938.

Respectfully submitted,
Willard L. Valentine, *Treasurer*

AMERICAN PSYCHOLOGICAL ASSOCIATION, INC.

SUMMARY OF INCOME AND EXPENSE 1945

<i>Income</i>	
<i>Dues</i>	
Fellows.....	\$1,928.39
Associates.....	2,561.69
Assessment for Office of Psychological Personnel.....	7,726.17
<i>Subscriptions</i>	
Abstracts.....	11,910.77
Bulletin.....	4,013.25
Clubs.....	11,454.40
<i>Income from Libraries</i>	28,119.19
<i>Subscriptions</i>	
Abnormal.....	\$3,314.05
Abstracts.....	4,036.03

Review.....	2,912.80
Bulletin.....	3,309.00
Experimental.....	2,569.12
Monographs.....	2,569.50
Applied.....	4,566.93
Sale of Back Numbers.....	4,841.76
<i>Advertising</i>	937.90
<i>Income from Investments</i>	2,135.94
<i>Miscellaneous</i>	1,062.45
TOTAL INCOME	\$71,850.15
<i>Expenses</i>	
<i>Printing Costs</i>	\$32,137.64
Abnormal.....	\$3,134.37
Abstracts.....	6,620.49
Review.....	3,027.44
Bulletin.....	6,324.62
Experimental.....	4,181.12
Monographs (2 volumes).....	5,395.06
Applied.....	3,454.54
<i>Editorial Stipends</i>	2,075.00
Abnormal.....	300.00
Review.....	300.00
Bulletin.....	300.00
Experimental.....	300.00
Monographs.....	200.00
Applied.....	300.00
American Psychologist.....	375.00
<i>Officers' Stipends</i>	4,552.00
Secretary.....	3,792.00
Treasurer.....	760.00
<i>Abstracts Editorial Salaries</i>	4,714.10
Assistant Editor.....	2,500.00
Editorial Clerk.....	1,673.80
Abstractors and Translators.....	540.30
<i>Abstracts, Editorial Office Expense</i>	306.36
<i>Business Office Salaries</i>	5,177.17
<i>Business Office Expense</i>	1,008.55
<i>Audit</i>	200.00
<i>Annual Meeting Expense</i>	22.91
<i>Yearbook</i>	1,526.66
<i>Committee Expense</i>	1,767.90
Program.....	\$88.87
New Constitution.....	163.82
Board of Editors.....	453.79
Election.....	702.73
Official Journal.....	225.78
Washington Location.....	118.42
Miscellaneous.....	14.49
<i>Memberships</i>	1,060.00
Office of Scientific Personnel.....	1,000.00
Intersociety Color Council.....	25.00
American Council on Education.....	10.00
National Council on Rehabilitation.....	25.00
<i>Office of Psychological Personnel</i>	5,942.68
<i>Miscellaneous</i>	3,704.01
TOTAL EXPENSE	\$64,194.98
SURPLUS	\$7,655.17

CONSOLIDATED BUDGET FOR 1947

<i>Income</i>	
<i>Dues</i>	
Fellows, @\$9.00.....	\$9,900
Associates, @\$4.00.....	14,400
Student Affiliates.....	100
For Divisions.....	4,700
<i>Subscriptions</i>	
Abstracts, @\$2.50.....	11,750
Bulletin, @\$1.00.....	4,700
American Psychologist, @\$1.50.....	7,050
Clubs*.....	11,400
For the American Journal of Psychology.....	2,850
<i>Income from Libraries</i>	
<i>Subscriptions</i>	
Abnormal.....	\$3,400
Abstracts.....	4,000
Review.....	3,200
Bulletin.....	3,200
Experimental.....	2,600
Monographs.....	2,000
Applied.....	4,200
Consulting.....	1,500
American Psychologist.....	3,000
Comparative.....	1,200
	<u>\$28,300</u>
Sale of Back Numbers.....	6,000
Total Income from Libraries.....	\$34,300
Advertising.....	1,000
Income from Investments.....	2,000
Miscellaneous.....	1,000
TOTAL INCOME.....	\$105,150

*\$1.50 of each Club Subscription which includes the American Journal of Psychology is paid to that journal.

<i>Expenses</i>	
To Divisions.....	\$4,700
Printing Costs.....	44,600
Abstracts.....	\$7,000
American Psychologist.....	9,000
Bulletin.....	4,800
Abnormal.....	4,200

Review.....	\$3,600
Experimental.....	4,600
Applied.....	4,000
Monographs.....	1,800
Consulting.....	2,000
Comparative.....	3,600
<i>Editorial Stipends</i>	\$3,250
Abnormal.....	\$400
Bulletin.....	400
Review.....	400
Experimental.....	400
Applied.....	400
Applied Monographs.....	250
Monographs.....	200
Consulting.....	400
Comparative.....	400
<i>Officers' Stipends</i>	800
Recording Secretary.....	400
Treasurer.....	400
<i>Abstracts, Editorial Salaries</i>	6,000
<i>Abstracts, Editorial Office Supplies</i>	500
<i>Central Office Salaries</i>	27,800
<i>Central Office Expense</i>	7,600
Rent.....	3,600
Supplies.....	2,500
New Equipment.....	500
Utilities and Service.....	1,000
<i>Audit</i>	500
<i>Annual Meeting Expense</i>	500
<i>Travel Fund, Executive Secretary</i>	1,500
<i>Committee Expense</i>	3,150
Election Committee.....	200
Graduate and Professional Training.....	650
Clinical.....	400
Publications (Travel).....	400
Program.....	200
Board of Editors.....	300
Policy and Planning Board.....	1,000
<i>Building Fund, Reserve</i>	5,000
<i>Memberships</i>	1,310
Office of Scientific Personnel.....	1,250
Intersociety Color Council.....	25
American Council on Education.....	10
National Council on Rehabilitation.....	25
<i>Contingency</i>	2,000
TOTAL EXPENSE.....	\$109,210
DEFICIT.....	\$4,060

APA OFFICERS, DIVISION OFFICERS, EDITORS, COMMITTEES, AND REPRESENTATIVES, 1946-1947

APA OFFICERS

President: Carl R. Rogers (1946-47), University of Chicago

President-elect: Donald G. Marquis (1946-47), University of Michigan

Recording Secretary: Helen Peak (1946-49), Connecticut College

Treasurer: Willard L. Valentine (1945-50), *Science* Editorial Office

Executive Secretary: Dael Wolfe (1946-48), American Psychological Association

Board of Directors: The President, the President-elect, the Recording Secretary, the Treasurer, and

William A. Hunt (1945-47)

Edward C. Tolman (1945-47)

John F. Dashiell (1945-48)

Richard M. Elliott (1945-48)

Clarence H. Graham (1946-49)

Laurance F. Shaffer (1946-49)

THE COUNCIL OF REPRESENTATIVES

The Council of Representatives consists of the officers of the Association and four types of Representatives:

1. Regional Representatives, who serve for three year terms.

I. New England, Carl I. Hovland (1946-49)

II. Middle Atlantic, Henry E. Garrett (1945-47)

III. East North Central, Robert H. Seashore (1945-48)

IV. West North Central, Kenneth W. Spence (1946-49)

V. Southeastern, John F. Dashiell (1945-47)

VI. Southwestern, Paul C. Young (1945-48)

VII. Rocky Mountain, Karl F. Muenzinger (1946-49)

VIII. Pacific Coast, Edward C. Tolman (1945-47)

IX. Dominion of Canada, George Humphrey (1945-48)

2. Division Representatives, who serve for one year terms, but who are automatically renominated

for a second and a third term, and who can not serve for more than three consecutive years. The Division Representatives are named below with the other officers of the divisions they represent.

3. Representatives of the Conference of State Psychological Associations, who serve for two year terms. None has been elected yet.

4. Special Representatives. The Council of Representatives may at its discretion propose Special Representatives of groups not qualifying as divisions of the Association. One has been approved by the Council:

Herman G. Canady, Representative of the Department of Psychology of the American Teachers Association.

OFFICERS OF DIVISIONS

1. Division of General Psychology

Division President: Norman L. Munn

Division Secretary: Wayne Dennis

Division Representatives: Charles W. Bray,¹ 1945

Wayne Dennis, 1945

Karl F. Muenzinger, 1945

Robert H. Seashore, 1945

2. Division on the Teaching of Psychology

Division President: Floyd L. Ruch

Division Secretary: Edna Heidbreder

Division Representatives: Floyd L. Ruch, 1946
Norman L. Munn, 1946

Goodwin Watson, 1945

3. Division of Theoretical-Experimental Psychology

Division President: Edwin R. Guthrie

Division President-elect: Clarence H. Graham

Division Secretary: Kenneth W. Spence

Division Representatives: Clarence H. Graham, 1945

Ernest R. Hilgard, 1946

B. F. Skinner, 1946

5. Division on Evaluation and Measurement

Division President: L. L. Thurstone

¹ The year of first election of each Division Representative is given.

- Division Secretary: Robert L. Thorndike
 Division Representatives: Harold A. Edgerton, 1946
 Henry E. Garrett, 1945
 Harold Gulliksen, 1945
6. Division of Physiological and Comparative Psychology
 Division President: Donald B. Lindsley
 Division President-elect: Clifford T. Morgan
 Division Secretary: Harry F. Harlow
 Division Representatives: Harry F. Harlow, 1946
 Calvin P. Stone, 1946
7. Division on Childhood and Adolescence
 Division President: John E. Anderson
 Division President-elect: Florence L. Goodenough
 Division Secretary: T. W. Richards
 Division Representatives: John E. Anderson, 1946
 Florence L. Goodenough, 1946
 Harold E. Jones, 1946
8. Division of Personality and Social Psychology
 Division President: Daniel Katz
 Division President-elect: Gardner Murphy
 Division Secretary: Stuart H. Britt
 Division Representatives: J. McV. Hunt, 1946
 A. H. Maslow, 1946
 Theodore M. Newcomb, 1945
 Robert R. Sears, 1945
9. The Society for the Psychological Study of Social Issues—a Division of the APA
 Division President: Rensis Likert
 Division President-elect: Hadley Cantril
 Division Secretary: Daniel Katz
 Division Representatives: Gordon Allport, 1945
 Theodore M. Newcomb, 1945
 Goodwin Watson, 1945
10. Division on Esthetics
 Division President: Paul R. Farnsworth
 Division Secretary: Norman C. Meier
 Division Representatives: Paul R. Farnsworth, 1945
 H. S. Largfeld, 1945
12. Division of Clinical and Abnormal Psychology
 Division President: Laurance F. Shaffer
 Division President-elect: David Shakow
 Division Secretary: David Rapaport
 Division Representatives: S. J. Beck, 1945
 Edgar A. Doll, 1945
 David Rapaport, 1946
- Laurance F. Shaffer, 1945
 David Shakow, 1945
 David Wechsler, 1945
13. Division of Consulting Psychology
 Division President: Jack W. Dunlap
 Division President-elect: Donald E. Super
 Division Secretary: Gilbert J. Rich
 Division Representatives: Robert A. Brotemarkle, 1945
 Arthur T. Jersild, 1946
14. Division of Industrial and Business Psychology
 Division President: John G. Jenkins
 Division Secretary: Floyd L. Ruch
 Division Representatives: Paul S. Achilles, 1945
 Carroll L. Shartle, 1946
15. Division of Educational Psychology
 Division President: W. A. Brownell
 Division Secretary: Gertrude Hildreth
 Division Representatives: Arthur T. Jersild, 1945
 Sidney L. Pressey, 1946
 Percival M. Symonds, 1946
16. Division of School Psychologists
 Division President: Harry J. Baker
 Division President-elect: Margaret E. Hall
 Division Secretary: Milton A. Saffir
 Division Representatives: Fred Brown, 1945
 Stella Whiteside, 1946
17. Division of Counseling and Guidance Psychologists
 Division President: Edmund G. Williamson
 Division President-elect: Edmund G. Williamson
 Division Secretary: John G. Darley
 Division Representatives: Hugh M. Bell, 1946
 G. Frederic Kuder, 1946
 Carroll L. Shartle, 1945
 Edmund G. Williamson, 1946
18. Division of Psychologists in Public Service
 Division President: M. W. Richardson
 Division Secretary: Beatrice J. Dvorak
 Division Representatives: A. A. Campbell, 1945
 Max L. Hutt, 1946
19. Division of Military Psychology
 Division President: John G. Jenkins
 Division Secretary: William A. Hunt
 Division Representatives: (Army) Paul M. Fitts, 1946
 (Navy) Stuart H. Britt, 1946
20. Division of Psychology of Adulthood and Old Age
 Division President: Sidney L. Pressey

Division President-elect: Walter R. Miles
 Division Secretary: Herbert S. Conrad
 Division Representatives: George Lawton, 1946
 Walter R. Miles, 1946

EDITORS OF JOURNALS PUBLISHED BY THE ASSOCIATION

Psychological Review: Herbert S. Langfeld (term ends 1947)
Psychological Bulletin: John E. Anderson (1942-1946) Lyle H. Lanier (1947-1952)
Psychological Monographs: John F. Dashiell (1944-49)
Journal of Abnormal and Social Psychology: Gordon W. Allport (1945-50)
Journal of Experimental Psychology: Samuel W. Fernberger (term ends 1946)
 Francis W. Irwin (1947-52)
Psychological Abstracts: Walter S. Hunter (term ends 1946) C. M. Louttit (1947-52)
Journal of Applied Psychology: Donald G. Paterson (1943-48)
Applied Psychology Monographs: Herbert S. Conrad (term ends 1952)
Journal of Consulting Psychology: Mrs. J. P. Symonds (term ends 1946) Laurance F. Shaffer (1947-52)
American Psychologist: The Executive Secretary (1946-48)
Journal of Comparative and Physiological Psychology: Calvin P. Stone (1947-52)

STANDING COMMITTEES

Committee on Committees
 Alice I. Bryan (1945-47)
 Claude E. Buxton (1945-48)
 John G. Darley (1945-49), Chairman
 Robert H. Seashore (1945-50)
 J. P. Guilford (1946-51)
 Finance Committee
 Marion A. Bills (1946-47)
 Leonard Carmichael (1946-47)
 Samuel W. Fernberger (1946-47)
 C. M. Louttit (1946-47)
 Willard L. Valentine (1945-50), Chairman
 Convention Program Committee
 Douglas Fryer (1945-47), Chairman
 George A. Kelly (1946-48)
 Irvin L. Child (1946-49)
 Donald G. Marquis (1946-47)

Plus two others chosen by the committee from the region of the annual convention.

Committee on Scientific and Professional Ethics

Edwin R. Guthrie (1945-47)
 Gordon W. Allport (1945-48), Chairman
 Horace B. English (1945-49)
 Edgar A. Doll (1945-50)
 Edwin Ghiselli (1946-51)

Election Committee

Edwin R. Guthrie (1945-48)
 Gardner Murphy (1945-47)
 Carl R. Rogers (1945-47)
 Henry E. Garrett (1946-49), Chairman

Committee on Student Affiliates

Stuart W. Cook (1945-47), Chairman
 Robert C. Tryon (1945-48)
 Francis P. Robinson (1945-49)
 Beth Wellman (1945-50)
 Walter C. Shipley (1946-51)

Committee on Public Relations

Alice I. Bryan (1945-47), Chairman
 Sidney L. Pressey (1945-48)
 Daniel Katz (1946-49)

Committee on Publications

From the Council of Representatives:
 Alvin C. Eurich (1945-47)
 William A. Hunt (1945-48), Chairman
 Frank A. Beach (1946-49)

From the Board of Editors:

Gordon W. Allport (1945-47)
 Francis W. Irwin (1946-48)
 John F. Dashiell (1946-49)

Policy and Planning Board

Donald G. Marquis (1945-47)
 Laurance F. Shaffer (1945-47)
 Lloyd N. Yepsen (1945-47)
 Marion A. Bills (1945-48), Secretary
 Ernest R. Hilgard (1945-48), Chairman
 Ruth S. Tolman (1945-48)
 Clarence H. Graham (1946-49)
 Robert R. Sears (1946-49)
 David Shakow (1946-49)

SPECIAL COMMITTEES²

Committee on Precautions in Animal Experimentation

²Special Committees are committees appointed by the Council of Representatives, but not required by the constitution. Members of these committees serve without predetermined terms; the date of original appointment is given.

- Frank A. Beach, 1945, Chairman
 Howard S. Liddell, 1945
 Robert H. Bruce, 1946
- Committee on Audio-Visual Aids
 Clarence R. Carpenter, 1945, Chairman
 Lester F. Beck, 1945, Co-Chairman
 Kenneth H. Baker, 1945
 Wayne Dennis, 1945
 Mark A. May, 1945
 Stephen M. Corey, 1945
- Committee on Graduate and Professional Training
 Robert R. Sears, 1945, Chairman
 John G. Darley, 1946
 E. Lowell Kelly, 1946
 Elaine Kinder, 1945
 Jean W. Macfarlane, 1946
 Donald G. Marquis, 1945
 Bruce V. Moore, 1945
 Sidney L. Pressey, 1945
 M. W. Richardson, 1946
 Carroll L. Shartle, 1945
- Committee on Standards for Psychological Service Centers
 William Clark Trow, 1946, Chairman
 Jerry W. Carter, Jr., 1945
 Plus others to be added by the committee
- Committee on Utilization of Surplus War Materials
 Arthur W. Melton, 1945, Chairman
 Charles W. Bray, 1945
 Paul M. Fitts, 1945
 Carroll L. Shartle, 1945
- Committee on Clinical Psychology
 Laurance F. Shaffer, 1945, Chairman
 William A. Hunt, 1945
 Carlyle Jacobsen, 1945
 Donald G. Marquis, 1945
 James G. Miller, 1946
 Frederick C. Thorne, 1945
- Committee on International Planning in Psychology
 Herbert S. Langfeld, 1945, Chairman
 Walter S. Hunter, 1945
 Walter R. Miles, 1945
 Robert M. Yerkes, 1945
- Committee of University Department Chairman
 Constituted from the chairmen, or their representatives, of the 33 departments of psychology in those universities which conferred ten or more doctoral degrees in psychology during the period 1934 to 1942.

AMERICAN PSYCHOLOGICAL ASSOCIATION REPRESENTATIVES TO OTHER ORGANIZATIONS³

- American Association for the Advancement of Science
 Jean W. Macfarlane
 Willard C. Olson
- National Research Council
 Edna Heibredner (1944-47)
 Ernest R. Hilgard (1944-47)
 Willard C. Olson (1944-47)
 Otto Klineberg (1945-48)
 Robert R. Sears (1945-48)
 Kenneth W. Spence (1945-48)
 Rensis Likert (1946-49)
 Donald G. Marquis (1946-49)
 Carl R. Rogers (1946-49)
 Charles W. Bray (1947-50)
 Richard M. Elliott (1947-50)
 Willard L. Valentine (1947-50)
- Social Science Research Council
 Harold E. Jones (1944-46)
 Robert R. Sears (1945-47)
 Willard C. Olson (1946-48)
 Carl I. Hovland (1947-49)
- American Documentation Institute
 Steuart H. Britt
- Inter-Society Color Council
 Forrest L. Dimmick, Chairman
 Frank A. Geldard
 Harry Helson
 Theodore F. Karwoski
 Elsie Murray
 Sidney M. Newhall
 Louise L. Sloan
 S. Rains Wallace, Jr.
 M. J. Zigler
- National Council on Rehabilitation
 Louis Long
- Division of Personnel in the National Committee for Mental Hygiene
 Theodora M. Abel (1945-47)
 Lloyd N. Yepsen (1947-49)
- Committee on Human Relations in Conservation
 Horace B. English
 Douglas H. Fryer

³ Terms of appointment are given where appropriate. Others are appointed annually.

ANNUAL REPORT OF THE EXECUTIVE SECRETARY, 1946

DAEL WOLFLE

American Psychological Association

ARTICLE XVI of the American Psychological Association By-Laws directs the Executive Secretary to report at each annual convention on the non-fiscal operations of the APA office. This first report will deal with three aspects of APA business: the establishment of the APA office in Washington, the internal affairs of the Association in this year of reorganization, and the relations of the office and the Association to outside agencies and problems.

The principal thing to say about the establishment of the Washington office is that it is not yet really established. Since last fall half of us have been working at the National Academy of Sciences Building and the other half several miles away at the American University. In September 1945, Edwin R. Guthrie, in his presidential address, estimated that three-fourths of our members would move during the year. This means that three-fourths of us know at bitter first-hand what the organization has faced in looking for a new home in 1946. From October to February a task which I never neglected was looking at any office space which became available in Washington. In February we leased space in a building at 1227 19th Street. In March we published a naively optimistic announcement that we would move into that new office on April first. But the April Fool's joke was on us; the place would not be ready, the owner told us, until May first. On May first he hoped to have it ready by June first. At about that time the American Association for the Advancement of Science purchased a building at 1515 Massachusetts Avenue, N.W. The Committee on the Location of the Washington Office arranged with AAAS to share that building. It was supposed to be ready by July 15. Then another series of delays started. But now, at last, the space difficulty is over, and we shall soon be settled in the new office. The office is on Scott Circle, about a mile from the White House, close to a number of other scientific and professional

organizations, and easily accessible to visitors.

Throughout most of the year I was not able to give more than half time to the APA. On June 17, I completed my responsibilities with the Office of Scientific Research and Development. Since then I have been working full time for the Association. In the difficult months of getting started the office has been greatly helped by the Treasurer, Willard L. Valentine, and the retiring Secretary, Willard C. Olson. It has also been extremely fortunate in having an excellent staff. Each member has worked willingly and efficiently. For much that we have been able to accomplish you owe thanks to Lorraine Bouthilet, my assistant, and to Helen Wolffe for the many nights and Sundays they have given to APA affairs. I have left financial details almost entirely in the hands of the Treasurer, Willard L. Valentine, and Jacqueline Z. Palmer, the assistant whom he trained. It has been necessary to neglect some things in order to emphasize those of greater long term importance to psychology as a whole. Consequently we have sometimes fallen behind in answering correspondence, and the *Yearbook* is setting a new record for lateness.

The *Yearbook* which was intended for 1946 will be published this fall and will serve for both 1946 and 1947. The Board of Directors has decided that we should not start work on another until next fall. At that time it will be possible to include information on division membership and to print a *Yearbook* which will include the type of educational and professional history of each member that the AAAP included in its 1943 *Directory of Applied Psychologists*.

During this first year we have emphasized four types of work. One is the personnel placement service which the APA took over from the former Office of Psychological Personnel. Since January first we have received over 250 job requests. Salaries offered have ranged from two to ten thousand dollars. People have been wanted in every field of

psychology, but the most frequent requests have been for clinical psychologists and college instructors. The APA has been instrumental in placing psychologists in a number of these positions.

Planning and editing the *AMERICAN PSYCHOLOGIST*—the baby of the APA's publications family—has been a second duty we have emphasized. It has been one of our pleasantest tasks.

Much of the time of the office has gone into routine business of the APA. The 100 or so letters and calls the APA office receives daily cover a wide variety of topics. Many have been of a routine nature—payment of dues, changes of address, journal subscriptions, applications for membership, and requests for various types of information.

Some of the requests for information have raised issues of great importance to our profession. Three federal agencies, the Veterans Administration, the Federal Security Agency, and the U. S. Public Health Service, have asked for lists of departments of psychology which the Association could recommend for graduate training in clinical psychology. The Committee on Graduate and Professional Training has supplied such a list to the Veterans Administration and is now at work on the other two requests.

Added to the normal duties have been many which are peculiar to this year of reorganization. One of the most persistent problems has been the question of who belongs to each of the nineteen divisions. Both individual members and the divisions have been asking that question. Unfortunately we cannot answer it; division membership requirements are set by the division, not by the APA. Now that the divisions have had their first meetings, they can proceed to the necessary task of preparing definitive membership lists.

Developing our relations with other groups and organizations is the fourth job which I have stressed this year. Those relations have been cordial, cooperative, and effective. Psychology came out of the war with an excellent reputation as a scientific discipline and as an art which could contribute to the solution of many human problems. As a result, we have received more job requests than we have been able to fill and more requests for information and advice than we have been able to answer. The problem now is to meet satisfactorily the demands made upon us rather than to try to create new

demands. The very existence of the Washington office has increased the number of opportunities for service that have come to the Association.

Here are some of the agencies which have appealed to the APA office for advice on their psychological programs. We have helped the Army Ground Forces to introduce instruction in psychology into all Army Ground Forces Service Schools. I am now serving as an advisor to the Army in completing plans for a large scale program of research in social psychology. APA representatives have cooperated with the Office of Naval Research as advisors on research and personnel problems, with the Bureau of the Budget on problems in social psychology, with the Civil Service Commission on standards for clinical psychologists, with the Veterans Administration on the training of clinical psychologists, and with a number of other agencies in supplying personnel needs. A panel of consultants is now being appointed to work with the U. S. Public Health Service on the development of the greatly expanded mental health program authorized by the last Congress.

Last fall the Association instructed me to employ a field worker in vocational guidance to represent the APA in efforts to improve the standards and work of the many agencies giving vocational guidance. John G. Darley was employed for that purpose when the Navy released him last spring. He served very effectively as an APA liaison officer with the Veterans Administration and the Retraining and Reemployment Administration until July when he returned to the University of Minnesota.

Angus Campbell, H. S. Langfeld, Rensis Likert, and I have had several conferences with Julian Huxley and his assistants to discuss psychological problems encountered by UNESCO. I believe that UNESCO will be able to help us on some of our own international planning, and there is now good reason to hope that sound psychological methods will be employed in setting up the social studies which UNESCO will sponsor.

Business agencies have in several instances requested help from the APA. Potentially the most important request came from the Better Business Bureaus of the country. They want a list of approved agencies offering vocational guidance and other types of psychological service. I hope that

the Association's Committee on Standards for Psychological Service Centers will be able to provide such a list within a year.

In conclusion, let me outline plans for the coming year. The Board of Directors and Council of Representatives have agreed that the principal efforts of the APA office will be devoted to working on the following matters: (1) When we are finally settled in permanent office quarters we will be able to routinize and straighten out some of the difficulties of the continuing APA business details so that they will require less of our time and can be handled more expeditiously. (2) Help will continue to be given to the divisions and committees of the APA in achieving their objectives. High among these duties will be aid to the Committee on Graduate and Professional Training and the Committee on Graduate Departments of Psychology in accrediting graduate training facilities, and to the Committee on Standards for Psychological Service Centers in preparing a directory of approved psychological service agencies. (3) The personnel placement service of the office will be continued. This part of our office

is expanding as psychology expands. (4) We will cooperate with other scientific groups in attempting to have the next session of Congress enact legislation establishing a National Science Foundation. A year from now I hope to be able to report successful completion or substantial progress on each of these tasks.

The position of Executive Secretary is a newly established one. I want to thank you for the way in which so many of you have continually reminded me of your good will—your hope that the first person to serve the Association as Executive Secretary will like the job and make a success of it. I do indeed like it. It is an exciting experience to serve the Association at a time when the opportunities for psychologists and the demands for psychological knowledge and service are as many and large as they are now. The possibilities open to our profession are greater than ever before. The goal of the Washington office is to give the Association and the profession all the help we possibly can in realizing those opportunities.

ATTITUDES OF CORPORATE EXECUTIVES REGARDING PSYCHOLOGICAL METHODS IN PERSONNEL WORK

ROSS STAGNER

Dartmouth College

DURING the fall term 1945-46, two of my students, L. M. Heller and L. A. Fritz, elected as a project in a course dealing with the psychology of industrial conflict, a study of corporation policies with regard to the application of psychology to personnel work. A questionnaire of sixteen items was mailed with a covering letter to the presidents of seventy of America's larger corporations. The corporations were selected to give a rather wide coverage of fields: electrical, chemical, mechanical and specialty manufacturing, food and beverage processing, mining, and retail trades. The items, phrased exactly as in the questionnaire, are given in Table 1.

Answered questionnaires were received from thirty-six of these companies, and five others wrote letters, making a total of forty-one. This gives a 59 per cent return, which we considered satisfactory. Letters received in place of, or in addition to, the questionnaire were predominantly friendly in tone.

While most of the responses came from men having the title of Personnel Manager or Industrial Relations Manager, a wide variety of other positions were listed: "Chief, Training Division;" "Executive Dept., Engineering;" "Assistant to the President;" "Assistant Vice President;" etc. It would appear that there is not as yet a general standardization of titles and organization in the personnel field.

Results. The responses to the questionnaire are summarized in Table 1. Figures are based on $N = 36$; however, some firms answered only a few questions. Lest it be thought that the number of companies is too small for any valid conclusions, note that the total number of employees of these thirty-six companies is roughly 815,000. Obviously this means that we have sampled primarily the policies of large corporations which can stand the overhead cost of a substantial personnel department.

The results from smaller enterprises might not be so encouraging.

Of the personnel activities interesting to psychologists, the most popular at present is "Training program to show supervisors how to deal with men." This is reported as practiced by 83 per cent, not practiced by 8 per cent, unmentioned by 9 per cent; 81 per cent checked the item "desirable", but no one marked it "undesirable." A formal grievance system was equally widely practiced, but was more disliked—presumably because of the element of union compulsion in many cases.

Training for new employees and a merit rating system followed closely behind the two items mentioned; tests of intelligence and performance also were endorsed by a majority.

The largest spread between practice and desirability was found on the matter of a periodic check on employee morale. The employment of professionally trained psychologists as personnel officers likewise revealed more abstract approval than concrete performance. Some respondents specified that the psychologist must also have some industrial experience, a factor which may well be of considerable importance.

In view of the furore over absenteeism during the war, it is interesting to note that only two-thirds of these key companies collect absenteeism statistics. Even turnover appears not to be an item of careful study in many companies.

When attempts were made to check one item against another within the questionnaire, not many significant findings appeared. This was due partly to the small number of entries when sub-groups were utilized.

A tendency appeared for the larger companies to have more of the psychological services. This is easily comprehensible; such companies would

TABLE 1

Responses of Thirty-six Large Corporations on Psychological Methods in Personnel Work

DOES YOUR COMPANY HAVE?			DO YOU CONSIDER THIS DESIRABLE?	
Yes	No		Yes	No
72%	17%*	1. A unified personnel office	75%	6%
56	42	2. Tests of intelligence for applicants	70	3
58	36	3. Tests of performance for applicants	64	11
58†	28	4. Preference in employment to college men	44	14
14	81	5. Periodic check on the morale of employees by attitude tests	47	17
30	64	6. Professionally trained psychologists in the Personnel Department	53	19
78	19	7. Training program for new employees	83	0
83	8	8. Training program to show supervisors how to deal with men	81	0
83	14	9. Formal system for expression of employee grievances	75	3
42	53	10. Employee counseling system	53	11
67	25	11. Employee merit-rating system	70	14
			Yes	No
12. Do you compile figures on labor turnover each year? If so, what is your normal yearly figure?‡			83%	6%
13. Do you compile figures on absenteeism? If so, what per cent of regular time are employees normally absent?			64	17
14. Do you have an organization comparable to a labor-management committee?			39	19
15. Does your company look with favor upon the applications of psychological methods to personnel relations?			70	8
16. Approximately how many employees do you have?		(Average) 22,400		

* Figures do not add to 100 per cent because some respondents answered only a few items.

† Most respondents specified that this applied only to technical or prospective executive employees.

‡ Figures on turnover and absenteeism were supplied only by a minority of firms, and some of these were apparently on differing bases.

have greater awareness of the need for substitutes for personal executive-employee contact; and they

can also bear the additional overhead cost more readily.

Giving intelligence tests to applicants seemed to be a good index to the psychological quality of a personnel program. Those companies using such tests also tended to have training programs for new and supervisory employees, a formal grievance system, and recorded turnover figures. Companies reporting the presence of a counseling service also tended to have performance tests for employees, training programs, grievance system, and turnover figures. It would seem, therefore, that use of these two methods will identify the most progressive personnel departments.

Refusals. Only five companies overtly refused to give the requested information. Two of these stated plausible circumstances (such as variation in practice in various units of the corporation) which prevented a uniform answer; one promised co-operation following reorganization of the personnel department; one alleged that he could not answer without consulting the various unions with which his company had contracts! A sixth company gave partial answers, meanwhile bemoaning the fact that union pickets denied access to personnel office records on some of the items.

Comments. The following inferences of interest to the psychological profession seem to be justified by the data:

1. Better than a 50 per cent return was obtained from a sample of very large corporations.

2. A majority of those responding indicated approval in general of the adaptation of psychology to industrial relations problems. Several answers added that the psychologists should have industrial experience, and others specified that they should have common sense.

3. While 30 per cent of these companies employ professionally trained psychologists, 53 per cent definitely favor the idea, and only 19 per cent were definitely critical. This suggests the presence of a substantial opportunity for competent people.

4. To fit into currently established programs, an industrial psychologist should have a good background for helping with induction training, supervisory training, merit rating, and employment testing. There would seem to be good prospects also for the development of employee counseling and morale survey work.

VOCATIONAL GUIDANCE IN A PRISON SYSTEM¹

HOWARD GRAY MARTIN

Guidance Center, San Quentin, Calif.

PRACTICALLY every man who is committed to the Department of Corrections in California is processed in either of two reception units. One of these units is located at the State Prison at San Quentin and the other at the California Vocational Institution at Lancaster. From the reception unit the man is transferred to one of the institutions of the Department of Corrections. These reception units are known as Guidance Centers and both are administered by Norman Fenton, Chief. The professional staffs of each are made up of sociologists, clinical psychologists, psychiatrists, educational counselors, and vocational counselors. Medical facilities are provided by the institution at which the unit is located.

The philosophy under which the Department of Corrections operates is that the protection of society is its primary purpose.² In order to accomplish this every man who is paroled or discharged from prison must be returned to society a useful citizen. With few exceptions, no employable man is paroled without a job to which he goes immediately upon release.

As occupational stability is believed essential for a man's success on parole, his vocational competence assumes major importance. Many of the men committed to prison have no adequate vocational skills whereby they can earn a stable living. Vocational training during imprisonment therefore constitutes an integral part of the treatment program.

When diagnostic clinics were established, vocational counselors were included on the staffs. The vocational guidance program is administered by the vocational counselor in each unit. This program is part of the complete diagnostic study made by the staff of the Guidance Center. This diagnostic study

includes, besides the vocational diagnosis, an analysis of the man's educational status by the educational counselors through achievement test batteries, individual and group intelligence and personality tests administered by the clinical psychologists, a social case history collected by the sociologists, and a psychiatric analysis made by the psychiatrist.

The results of the educational achievement tests and of the clinical psychologists' intelligence and personality tests are made available to the vocational counselor and are used along with the data collected by him in making vocational diagnosis.

THE VOCATIONAL DIAGNOSIS

Vocational Training and Experience: The first section of the vocational diagnosis covers the man's vocational training and experience. A complete work history is collected, from his first job to the one he held at the time of his current offense. To each of the firms with which he claims any considerable period of employment is sent a verification form which indicates his competence, attitude, and stability while employed. This work history is analyzed for degree of vocational competence achieved, for occupational stability, and for attitude toward work, toward fellow workers, and toward supervision. The man's principal and secondary occupations and his degree of skill and experience in each is determined.

Basic Aptitude Test Battery: The next section of the vocational diagnosis includes the results of the Basic Aptitude Test Battery as listed below. (All men who have a tested literacy level of 5th grade and above are administered this test battery by the vocational counselor.)

Mechanical Area:

Ability to understand physical and mechanical relationships:

Test of Mechanical Comprehension, Form AA or Form BB³

³ G. K. Bennett and D. F. Fry, Psychological Corporation, New York.

¹ This article is published in the *AMERICAN PSYCHOLOGIST* because it presents briefly the description of an application of psychology to a field relatively unfamiliar to most psychologists.

² Adult Authority, Department of Corrections, State of California "Philosophy, Principles, and Program of the California Adult Authority."

Ability to Visualize Spatial Relations:

Chicago Tests of Primary Mental Abilities,
Factor S (Space Ability)⁴

Revised Minnesota Paper Form Board, Form
AA or BB⁵

Ability to use quantitative concepts logically:

Test of Arithmetic Reasoning⁶

Manual Dexterity:

Purdue Peg Board⁷

Commercial Area:

Ability to perform routine clerical operations with
speed and accuracy:

Minnesota Vocational Test for Clerical Workers⁸

Ability to perform simple arithmetic computations
with speed and accuracy:

Chicago Tests of Primary Mental Abilities,
Factor N (Number Ability)

Ability to Spell Correctly:

The Spelling Test, Form A or B⁹

Academic Area:

Ability to learn rapidly in school courses:

Chicago Tests of Primary Mental Abilities,

Factor V (Verbal Meaning)

Factor W (Word Fluency)

Factor R (Reasoning)

Factor M (Memory)

An analysis of each individual's pattern of aptitudes is included in this section of the vocational diagnosis and indicates what vocational training the individual is capable of completing.

Temperament Analysis: This section of the vocational report is in process of development. Proce-

⁴ L. L. Thurstone and T. G. Thurstone, American Council on Education, Washington, D. C.

⁵ R. Likert and W. H. Quasha, Psychological Corporation, New York.

⁶ B. V. Moore, Psychological Corporation, New York.

⁷ Science Research Associates, Chicago, Illinois.

⁸ D. M. Andrew, D. G. Paterson, and H. P. Longstaff, Psychological Corporation, New York.

⁹ Writer's.

dures will be based on data furnished by the clinical psychologist. Through rating scales and other devices the clinical psychologist, educational, and other counselor will evaluate each individual's temperamental make-up. Whether a man is sociable or seclusive, ascendant or submissive, has a pressure for motor activity or is lethargic, is "jittery" or calm, is self-confident or plagued with feelings of inadequacy, is moody or stable in his emotional tone, is important in his vocational orientation.

Occupational Preferences: The next section of the vocational report is concerned with the man's occupational preferences. The work he has done which he liked the best and that at which he felt the most competent are noted. He is administered the Brainard Occupational Preference Inventory¹⁰ which is a method whereby the pattern of a man's vocational interests is determined and related to various types of vocational possibilities. The degree of his motivation and of the focalization of his interests is often determined from a study of the man's interest pattern.

VOCATIONAL PLANS

During an interview with each man the vocational counselor develops a vocational plan for him on the basis of his educational status, his vocational training and experience, his aptitude pattern, his occupational preferences, and, when available, his temperament pattern. This plan involves a prison vocational training program which may include further vocational counseling and exploration, retesting in certain areas at stated intervals, assignment to certain types of prison jobs, vocational courses, related educational courses, etc. The Department of Corrections is in the process of establishing additional facilities and methods whereby the vocational training recommendations of the Guidance Center may be more effectively used by the institution to which the man is transferred upon leaving the reception unit.

¹⁰ P. P. Brainard and R. T. Brainard, Psychological Corporation, N. Y.

NAVAL AVIATION PSYCHOLOGY. III. THE SPECIAL SERVICES GROUP¹

DONALD W. FISKE, Lieutenant Commander, H(S) USNR

THE preceding articles in this series (1, 2) have outlined the various functions carried on by Naval aviation psychologists and have described the activities of the field service organization and of the procurement and selection group. While these two major groups performed the work for which aviation psychologists were originally commissioned, they did not confine themselves to the routine administration and interpretation of selection tests. Instead, as the earlier articles indicated, they uncovered many training and administrative problems which they could aid in solving by reason of their professional backgrounds.

Parallel to the extension of general field service and selection activities was an increased demand for psychologists to undertake diverse *special* tasks. It can be considered a tribute to the broad effectiveness of the two *general* service groups that requests for psychologists were made by commanding officers of training stations and by cognizant officers attached to training commands or headquarters staffs who felt the need for technical assistance on training problems and special selection programs. The latter part of the war saw a marked shift of emphasis away from general service and toward special service assignments. The roster of 32 psychologists on active duty early in 1942 showed 14 at selection boards and 13 at primary training bases. By the spring of 1945, from a much larger roster, less than one-fifth of the men were engaged in the primary general services for which aviation psychologists were commissioned. The others were about evenly divided between central research groups and a number of special service activities.

The special services group may be considered under two divisions, according to the area of primary duties. (1) The *selection and classification* area included classification for advanced training as fighter pilots, bomber pilots, etc., selection of in-

strument flight instructors, and selection of aerial gunners. (2) The *training* area embraced instruction in speech techniques and indoctrination in the problems of night vision and of high altitude flying. This second area also included service on the staffs of various training commands.

SELECTION AND CLASSIFICATION

1. *Specialized Advanced Training.* Since the original task of Naval aviation psychologists was the selection of men best fitted for flight training, it was natural for these psychologists to be assigned to work on methods for the classification of cadets into specialties. Although pre-war Navy practice had been to have all aviators qualified to fly all types of aircraft, wartime necessity required that cadets confine their advanced training to one specialty, e.g. fighter planes, scout-bombers, or patrol planes.

The basic task was to find an adequate criterion. It was an almost universal experience among psychologists engaged in predicting success in military activities that available criteria of "success" were either unsatisfactory or non-existent. In the area of pilot selection, the criterion was present—the cadet either graduated or was dropped—but even this objective fact did not fall into a simple dichotomy. Eliminations from flight training resulted from such diverse reasons as failure in flight training, failure in ground school, failure in a routine physical examination, and separation at the cadet's own request. In the field of specialized training there were few eliminations, and there was no reliable measure of success for those not eliminated. While it is true that cadets were occasionally transferred from one specialty to another, men were usually kept in their original classification whenever possible.

To "develop procedures for identifying the level of performance of Naval Aviators in the several types of specialized training," psychologists set out to gain first-hand acquaintance with the curricula

¹ The opinions expressed are those of the author and are not to be construed as official or reflecting the views of the Navy Department or the Naval service at large.

and to talk with the aviators and instructors. Seeking the most reliable data possible, they went to the operational training bases where the aviators had some opportunity to demonstrate fitness for their specialties. Various attempts to procure objective criteria met with little success, the principal difficulty being the unreliability of the available measures. Conversations with aviators were more fruitful and led eventually to the development of a technique for obtaining measures of combat performance in terms of the opinions of fellow pilots. It was hoped that, within each classification, this index of proficiency could ultimately be compared with possible predictors.

Even before this preliminary research was initiated, practical contributions had been made to the problem. One H(S) officer was assigned to a Classification Board which determined the specialties for the cadets at one of the two Intermediate Training bases. The existing procedure had been to make fairly arbitrary assignments on the basis of current quotas. Largely through the efforts of this psychologist, the importance of interest in a specific type of aircraft was emphasized and cadets were asked to express their preferences, which the Board then followed wherever possible. It was soon apparent, however, that cadets were making blind and uninformed choices because they lacked definite knowledge of the actual work performed by the several specialties. To educate the cadets in the characteristics of each type of duty, lectures and booklets were prepared. Although the actual effectiveness of these new procedures could not be measured, there is every reason to believe that, at the least, they contributed to morale and to military effectiveness.

2. Instructors. The problem of selecting instrument flight instructors was undertaken by the H(S) officer assigned to the school where they were trained. Using grades at this school as criteria, he carried out extensive investigations which yielded predictors that were promising although unreliable because of the small size of the available populations. Still another project carried out at this station dealt with the selection of WAVE instructors for the Link synthetic flight trainer. This was one of several cases where the central research group in Washington collaborated with a field activity in producing a workable selection procedure.

The officer referred to above also conceived the idea of adapting the familiar technique of photographing eye-movements to the study of instrument flying. The original purpose was to determine the movement patterns followed by experienced aviators, on the assumption that such knowledge could be used to improve instruction. The procedure was later used in a specific study to evaluate two alternative instrument panels. In addition, this psychologist also lectured in the ground school on the psychology of instruction, worked on the intelligibility of communication between instructor and student during flight, and served as student counselor, especially for men who were doing poorly in the training course.

3. Selection of Aerial Gunners. As a part of the gunnery program (which will be discussed in the fourth article in this series), several H(S) officers were assigned to training centers to administer the selection tests for gunners. One example of the usefulness of these psychologists was the occasion when, because of their watchfulness and careful record-keeping, they were able to detect an unforeseen trend in the scores for one test which necessitated a change in the standards. They also called attention to the importance of motivation and were successful in arranging that only genuine volunteers should be accepted for training.

TRAINING

1. Speech and Communication. Most aviation psychologists were associated with training to a greater or lesser extent. This was true for the officers in the special services group, even those who worked on selection and classification, such as the gunnery group. However, some officers were concerned almost exclusively with training—for example, the speech group. Before the war the problems of speaking intelligibly and of hearing accurately in an airplane were virtually ignored. Often cadets were too busy piloting to realize how little they heard of their instructors' speech. Even if they wanted to ask for repetitions, the usual one-way communication system made it almost impossible. One psychologist assigned to speech work early in the war demonstrated the need for specialists in intercommunication so forcefully that within three years a dozen psychologists were working full or part time in this field. In addition,

hundreds of instructors were trained by these H(S) officers. Some taught other aviators how to communicate efficiently while others had learned to instruct cadets in a manner which allowed most of their instruction to be understood.

The immediate problem was tackled first. The pioneer officer began by selecting those instructors whose speech was least intelligible and giving them special training. The program was later expanded to include lectures on speech and demonstrations of equipment and practice. The flight instructors were thoroughly impressed when they heard playbacks of their own instruction as it came out of the student's end of the communication system and willingly applied themselves to drill in intelligibility.

However, the other participant in the instructional process had also to be considered. After listening tests had been devised or modified, cadets were screened for their ability to hear in noise and remedial training was instituted where needed. Experimental studies demonstrated the effectiveness of this instruction. The scope of the speech program also spread to include commissioned aviators in operational training. Here again, the psychologists worked through the instructors, most of whom proved ready to profit by systematic training in the psychology of learning and instructing as well as in the principles of intelligible communication.

3. *Night Vision Training.* This is one of several instances in which the adaptability of aviation psychologists was demonstrated. They were not experts in night vision but their knowledge of training methods and their familiarity with the basic facts of vision made them well suited for assignment to this new type of duty. Although medical officers had been aware of the problem even before the war and had developed needed equipment, little attention had been paid to training aviators to deal with the problems of seeing at night.

When H(S) officers took over the major share of the responsibility for night vision training, their primary objective was to establish a training course. Since there were not enough psychologists available for the task of instruction, the H(S) group developed both a course of instruction for aviators and a course to teach night vision instructors. In addition to writing syllabi, manuals for instructors, and indoctrination booklets, they investigated other, possibly more dramatic, teaching devices. Training films

were produced, but the actual demonstrations using two- and three-dimensional displays were much more effective. Like other groups discussed above, these psychologists spent a large part of their time on training devices and operational equipment. They made technical and psychological improvements and they were able to use familiar methods of measurement to determine the value of proposed new designs.

Besides establishing procedures for training all Naval aviators and cadets, these aviation psychologists developed tests and carried out related research projects. Apparatus tests and field situations were worked out for measuring dark adaptation. The possibility of selecting aviators with unusually good night vision was also investigated. Other measurement work included the writing of achievement tests to determine the degree of misinformation about night vision in untrained personnel and the effectiveness of the instruction on this topic.

4. *Oxygen indoctrination.* A small number of psychologists were assigned to low-pressure chambers where the effects of anoxia were demonstrated and studied. These men helped with the indoctrination lectures given to aviation cadets and established methods for determining the success of this training. Besides paper-and-pencil tests, they helped to construct realistic performance tests in which the students were required to use their knowledge to locate defects in standard oxygen breathing equipment.

An intriguing problem presented to these H(S) officers was the construction of tests which would demonstrate the effects of anoxia. While simulated high altitudes produce incontrovertible objective proof that anoxia can induce unconsciousness, medium altitudes yield no such striking demonstrations but rather, like alcohol, cause an insidious condition where the pilot has a subjective feeling of well-being and of unimpaired or even improved capabilities. In fact, the subject is able to muster his resources sufficiently to do as well on a short intelligence test as he does under normal conditions.

These officers also entered the field of rumor-tracing in one study which sought to determine the source of the frequent misconceptions which untrained personnel held regarding the use of oxygen in high altitude flying. For example, some aviators

believed that breathing pure oxygen was harmful. If such misinformation could be eliminated at the source, an obstacle in the path of the instructional program would be removed. It was found that word of mouth transmission perpetuated many errors. In some cases, the students had read correct facts in general publications and then had misinterpreted them or had drawn erroneous inferences from accurate information.

5. *Training Command Staffs.* Some of the more useful contributions of aviation psychologists were made by the officers attached to the several chiefs of aviation training to provide professional advice on training problems. We have seen above and in the earlier papers of this series that H(S) officers in the field spent more and more time on aspects of training. These men were confronted with the gamut of problems which are to be found in any large scale educational program plus a host of special problems unique to flight training. Paralleling this shift to training problems in the field, aviation psychologists were given the opportunity to work in the Aviation Training Division in the Office of Chief of Naval Operations, and on the staff of three of the five Naval Air Training Commands. In addition to their routine staff duties, these psychologists were able to make several worthwhile suggestions regarding the training programs. In most instances, the contribution consisted essentially of applying commonly accepted psychological or educational principles or practices.

One contribution was the development and introduction of improved training records, forms, and procedures. These ranged from local forms for special phases of the training program to a cumulative record form containing the student's entire training record. This latter form was useful not only for record keeping but also for a number of research studies. These officers also aided in the preparation, evaluation, and revision of syllabi and training manuals for both flight and ground school instruction. Improved testing and grading procedures were also developed. Since much of the actual instruction was carried on by persons with little or no training or experience for the job of teaching, testing procedures and grading standards showed a woeful lack of uniformity. This problem was solved in part by the use of objective and standard ground school examinations prepared by the Central

Examining Board on which aviation psychology was represented. In addition, aviation psychologists developed and succeeded in introducing new log book forms and an improved procedure for marking both instructional and check flights. One officer was also concerned with the development of new forms for appraising officer aptitude.

The psychologists attached to the training staffs made statistical analyses of the extensive data available from the training stations. One investigation obtained the intercorrelations of the grades for different parts of each training stage and also the intercorrelations of the grades received in different stages to determine consistency of performance or reliability of grading. Other studies analyzed student flow, causes of attrition, comparative records of different training stations, different types of students, etc. The results of such factual studies almost invariably proved valuable in making administrative decisions. Moreover, when the findings were made available to the separate schools, they were able to compare their records with those of other stations, thus working toward a standardization of training practices.

The staff psychologist frequently went on inspection trips to units under his training command. In addition to making recommendations for general improvements, he could uncover local problems requiring the attention or the assistance of the Command staff. As an example, one of these officers pointed out the need for liaison between the schools and the field so that the content of training courses could be continually revised in the light of new developments and operating practices. Besides calling attention to the lack of an adequate program for selecting and training instructors in this particular command, he urged that those responsible for selection procedures should go through the training school as students before setting up the testing program.

Unfortunately the exigencies of the wartime training program, coupled with a generally non-experimental attitude on the part of those in charge of training, made it impossible to carry on any major research projects on training methods. In most instances "research" consisted of introducing a change; if it met with general approval, it was considered to be good.

Like their colleagues in other billets, psycholo-

gists attached to training staffs gained increased acceptance on the basis of the specialized jobs which their aptitude and experience enabled them to handle better than anyone else. However, since they were not under the administrative cognizance of the Director of Training, their work was not as well organized nor as well integrated with the overall training program as it should have been. In spite of this limitation, they were able to make some real contributions to training; certain of these appear likely to be retained in the post-war flight training program.

6. *Other Activities.* Another training activity to which aviation psychologists were assigned was a radar school. Here again, these officers worked to improve instruction by the use of measurement techniques. They set up training records and devised improvements in the grading systems so that personnel could be more intelligently classified. They also helped to develop achievement examinations. Another service was their lectures on how to teach, which were welcomed by instructors who had the technical knowledge but lacked experience in communicating it.

At various times, H(S) officers were assigned to help the Central Examining Board which set examinations for the aviation training program. Again, two H(S) officers were called upon to assist in the revision of basic manuals used in flight instruction.

The above topical outline cannot embrace all of the activities of the special services group. Some officers worked in the field of human engineering, adapting designs to conform to human limitations. Others investigated revised exterior lighting and cockpit illumination. In conjunction with the latter problem, interviews were held with experienced pilots to determine their preferences for alternative cockpit lighting systems. At various times, aviation psychologists were assigned to the Naval Medical Research Institute where they aided in setting up experimental designs for physiological studies.

To summarize, the need for special service groups was a consequence of the effectiveness of the first aviation psychologists who were assigned to routine test administration and interpretation. These various groups worked on selection, classification, and training problems because the cognizant administrative officers felt that the circumstances demanded

help from these specialists. Their contributions paralleled those of the men in the field service and the procurement and selection groups. Knowledge, techniques, and attitudes were all important. From their textbooks, these psychologists took established pedagogical principles and adapted them to the conditions of military instruction. They called attention to and interpreted men's drives and biases, factors which are likely to be neglected in the wartime development of a military organization.

However, since most of the traditional subject matter in psychology is no more than indirectly related to military psychology, the techniques and methods which the psychologists took with them into the service gave more practical assistance. Here the significant contribution was not elaborate statistical techniques but rather the design of objective procedures which would yield data the implications of which would be readily apparent to the layman. Important equipment in the psychologists' inventory were tools for measurement. While it was generally recognized that the measurement of intelligence was the prerogative of psychologists, line officers soon found that these specialists could make objective tests on such things as gunsights and could provide objective estimates of the efficiency of instruction and of training devices. But probably the most important possession of these civilians-in-uniform was their mental attitude, which may be described as systematic intellectual curiosity. In the tremendous transformation and expansion of Naval Aviation, there were many improvisations. On their own initiative as well as on request, aviation psychologists examined the existing conditions and attacked those problems where they could help out, not caring whether the subject matter would ever be found in *Psychological Abstracts*. They asked questions and sought convincing answers, either by searching the official records or by counting the occurrences of simple events. The acceptance of their help is indicated by the recent directive seeking psychologists for membership in the Regular Navy.

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Across the Secretary's Desk

PAYMENT OF APA DUES AND DISTRIBUTION OF JOURNALS

During November each member of the APA will receive a bill for 1947 dues. The bill will contain a statement, as it does every year, warning members to pay their dues before December 15 if they wish to receive the January psychological journals on time. The same warning applies to subscriptions to the APA journals that are offered on the club-rate basis. Those subscriptions must also be received by December 15 if the subscriber is to receive January issues on time. It is the purpose of "Across the Secretary's Desk" this month to explain how member's dues and subscriptions are handled and why the annual warning is necessary.

The APA office contains an address file consisting of address stencils for every member whose 1946 dues have been paid. The stencils in this file are coded to show date of becoming an Associate, Fellow, or Life Member and also to show whether a club-rate subscription has been entered. Each month, just before a journal is scheduled to be published, the stencils are used to print mailing labels for that journal. The labels are then sent to the printer. He pastes them to the journal wrappers and mails the journals. By this system one set of stencils serves for all journals and one change of address notice mailed to the APA office is sufficient for all journals. By this system the APA controls distribution of the journals and mails copies only to those members whose dues and subscriptions for the current year have been paid.

On December 15 the office staff will start preparing the 1947 mailing list. The procedure involves the following steps.

1. Dues paid by that date are recorded.
2. The address stencil for each member whose 1947 dues have been received is transferred from the 1946 to the 1947 file. These members will receive the *Psychological Abstracts*, *Psychological Bulletin*, and the *AMERICAN PSYCHOLOGIST* according to schedule. If there is any change in other subscriptions, such as a member becoming a club-rate subscriber for the first time, that fact is coded on the stencil so that beginning in January he will receive the proper journals.

3. The addresses in this file are then run so that the January journals can be mailed on time. When the 1947 address file is first made up it contains stencils for all members whose dues arrived by December 15, but not for any late-paying members.

4. Dues received after December 15 are simply held in the safe until the January mailing lists have been run. It is true that late payers are penalized, but any other action would delay the whole process and would make the January issues come late to all who had paid on time. Dues received after January 15 are held until the addresses for February issues are ready to be mailed, and so on throughout the year. Just as recording of dues received after the deadline must be delayed, so address changes received after the fifteenth of each month must be postponed until the next month's mailing. Since changing a single address and preparing a new stencil takes about twenty minutes, and since we receive about two hundred changes a month, the only efficient way of handling these changes is to do several at the same time. In this way the time per change is greatly reduced. Setting a deadline is obviously imperative. If we stopped to make each individual change as it came in, we would probably never be able to print a mailing list.

5. After the January journals have been mailed, late dues are taken from the safe, recorded, and address stencils for the late members moved from the 1946 to the 1947 file. The names of those members are thus automatically included on February mailing lists. But because members want a complete volume, it is necessary to send the printers special instructions to mail the January issues also. Backordering the January journals in this way is an added expense to the APA and an irritation to the member whose dues have arrived only one day late. Both the added expense and irritation can be avoided by mailing dues and subscriptions in time to arrive before December 15.

Your 1947 dues statement and information about club-rates for other journals for 1947 will reach you at just about the same time this journal does. Decide which journals you want, mail your check, and do it promptly. You will save trouble and expense for the Association and yourself.

Psychological Notes and News

WILLIAM C. BAGLEY, professor emeritus of education, Teachers College, Columbia University, and editor of *School and Society*, died July 1, 1946 at the age of seventy-two years. Dr. Bagley held several positions as an educator and psychologist in various universities, conducted many surveys and research projects; and was the author of more than thirty books on education. He had been editor of *School and Society* since 1939.

ERNEST R. GROVES, professor of sociology at the University of North Carolina, died in August, 1946 at the age of sixty-nine years.

MARY SHIRLEY, formerly assistant professor of psychology and acting director of the psychological clinic at Indiana University, died June 11, 1946 at the age of forty-seven years.

CHARLES S. MYERS died in London on October 12, 1946. Just four days before, he had attended a public luncheon in honor of the 25th anniversary of the National Institute of Industrial Psychology of which he was honorary scientific adviser.

GORDON M. GILBERT, who acted as prison psychologist at the Nürnberg trials, presented evidence to the International Military Tribunal on the competence of one of the chief defendants, Rudolf Hess. In his report to the Tribunal, Dr. Gilbert submitted the opinion that at the beginning of the trial, Hess was undoubtedly in a state of virtually complete amnesia, but that on the day of the special hearing of his case, he did recover his memory. A statement to Hess that he might be considered incompetent and excluded from the proceedings may have played some part in the sudden recovery. Hess' declaration of malingering was apparently a face-saving device. About a month after this recovery, Dr. Gilbert states, Hess' memory again began to fail. At the time of the report, his memory span was about one-half day. Dr. Gilbert agreed with the psychiatric commission that Hess was not insane in the legal sense but that he did suffer from hysterical amnesia. The Tribunal's decision on the defendant's plea of mental incompetence was based on the report.

CYRIL L. BURT, professor of psychology at London University, has been knighted in recognition of his services in the application of psychology to education, his advancement of scientific knowledge, and his services to psychology during the war. Sir Cyril is the first psychologist either in Britain or in the dominions to receive this honor.

T. V. MOORE, professor and chairman of the department of psychology and psychiatry at the Catholic University of America, has accepted an invitation from the Spanish Ministry of Education to lecture at the University of Madrid during the coming year.

A. T. POFFENBERGER has been elected chairman of the Social Science Research Council.

C. R. CARPENTER has returned to Pennsylvania State College as professor of psychology and editor of the *Psychological Cinema Register*. Dr. Carpenter served at Biarritz University as head of the psychology and sociology department and chief of the University's research section. He was also Special Project Officer, A-1, Air Forces Headquarters, on Army Assistance to German youth. He received commendations from Western Base for his work at Biarritz and from USAFE for contributions to plans and practices for reeducation of German youth.

LEO J. REYNA has accepted a three-year appointment as a lecturer in psychology at the University of Witwatersrand in Johannesburg, South Africa.

JULES D. HOLZBERG, formerly Chief of the Psychology Section at Mason General Hospital, has been appointed director of psychological laboratories, Connecticut State Hospital, Middletown, Connecticut.

HOWARD HAUSMAN, formerly with the Cooperative Test Service, has been appointed chief statistician for the Aviation Psychology Unit in the Strategic Air Command at Bolling Field in Washington, D. C.

REUBEN S. HORELICK has been appointed clinical psychologist at Walter Reed Hospital, Washington, D. C. He has been on duty with the Adjutant General's Department.

GLADYS C. SCHWESINGER has recently been appointed Senior Clinical Psychologist to the California Youth Authority. She was formerly with the War Relocation Authority, U. S. Department of Interior, at Manzanar, California.

ROBERT C. TOPPER has been appointed an assistant professor of psychology at Emory University. EMMORAN B. COBB and WILLIAM F. DUKES, JR. have been appointed instructors.

ART A. KRAMISH has been appointed a personal counselor in the Regional Office of the Veterans Administration at Cheyenne, Wyoming. He is in the Vocational Rehabilitation and Education Division. He was formerly a Lieutenant in the Adjutant General's Department.

VIRGINIA M. STAUDT has accepted an appointment at Notre Dame College of Staten Island, Staten Island, N. Y. where she is currently organizing a department of psychology.

EDWARD R. KNIGHT has been appointed assistant headmaster at the Oxford Academy, Pleasantville, New Jersey. Before entering the Army, Dr. Knight served as head psychologist at the Academy.

LOUIS D. COHEN has joined the staff of the Duke Medical School as an associate in clinical psychology. He is in charge of the clinical psychology program at the Medical School and the Veterans Administration clinical psychology training program. During the war he directed the program of rehabilitation of Army military prisoners.

DOUGLAS SPENCER and KIMBALL YOUNG of Queens College have been offering a special course in psychology and leadership during the fall semester to a small group of officer-teachers from the U. S. Military Academy. The work consists of directed reading, conferences, and seminars. In January these officers will begin teaching a new course in this field at West Point.

The State College of Washington has recently established a department of psychology. The staff consists of CARL I. ERICKSON, professor of psychology, who has been at Washington State for twenty-five years, and the following associate professors: EDWARD S. BORDIN, formerly acting director of the Student Counseling Bureau and assistant professor of psychology at the University of Minnesota; H. ROBERT OTNESS, formerly chief clinician at Vineland Training School; F. NOWELL JONES, formerly assistant professor at the University of Wisconsin; and JOHN G. WATKINS, formerly professor of psychology at the Alabama Polytechnic Institute. Dr. Jones has been appointed head of the department. For the present, graduate training will emphasize clinical psychology, student counseling, and industrial psychology.

A Student Counseling Center has also been established. The Center will not only offer a wide range of psychological counseling services to students, but will provide a clinical counseling training program and facilities for a research program in counseling and testing. The Center will be the psychological testing agent for the college with the responsibility for administration of tests for purposes of admission, classification, or general orientation. The staff of the Center includes: EDWARD S. BORDIN, director, HARRIET CARMODY, WILLIAM CRAIG, CHARLES FEATHERSTONE, JOSEPH MACPHERSON, MERLE OHLSSEN, H. ROBERT OTNESS, and MARGUERITE WILMER.

Conference on the Experimental Analysis of Behavior. A number of psychologists interested in the experimental analysis of behavior plan to meet for two weeks at Indiana University in late June or July, 1947. The conference has been arranged in order to provide for an intimate and extensive interchange of data, methods, theories, and plans. Demonstrations and pilot experiments will be conducted on topics suggested by participants as time and facilities permit. Discussion will generally be limited to questions of immediate experimental import, although one or two sessions may be devoted to the broader aspects of a science of behavior. Anyone interested in joining the conference should send his name immediately to Dr. B. F. Skinner, Indiana University, Bloomington, Indiana, indicating the weeks during which he could possibly attend and also those during which he would prefer to attend. The most generally acceptable date will be selected.

GLENN V. RAMSEY has been appointed assistant professor of psychology at Princeton University. His duties will be concerned primarily with the Counseling Service. During the war years Dr. Ramsey served as a clinical psychologist in the U. S. Army and was assigned to hospital units in the United States, Europe, and the Southwest Pacific.

ROBERT P. FISCHER, formerly professor of psychology at Birmingham-Southern College, has been appointed associate professor of psychology at the University of Florida. IRVING R. STONE has been appointed assistant professor of psychology at the University of Florida. During the war he served as a Lieutenant Commander in the Aviation Psychology Branch of the Navy.

DOROTHY DINNERSTEIN, formerly research assistant at Swarthmore College, has joined the staff of the Commission on Community Interrelations of the American Jewish Congress.

JOSEPH D. TEICHER has been appointed psychiatrist in the Bronxville Public Schools, Bronxville, N. Y. where he is to organize and carry out a guidance program. He will continue in private practice in New York City.

FREDERICK WYATT, chief psychologist at McLean Hospital, has been appointed research associate in the department of social relations at Harvard University. He will supervise a training and orientation course (clinical clerkships) for students of clinical psychology at McLean Hospital.

LUTHER L. MAYS and CHALMERS L. STACEY have been appointed associate professors of psychology at Syracuse University. Dr. Mays will teach experimental and physiological psychology and supervise the department's new laboratory. Dr. Stacey will be in charge of the elementary psychology courses. ARMINE GULESSERIAN has been appointed assistant professor of psychology. She will teach child development and family relations in the College of Home Economics.

HOWARD F. HUNT has been appointed acting assistant professor of psychology at Stanford University, where his duties will include teaching in the general training program in clinical psychology and

directing the Veterans Administration clinical psychology training program.

The following new appointments have been made in the psychology department at Queens College, Flushing, New York: JOSEPH MILLER, assistant professor; SAMUEL GOLDBERG, lecturer; and BERNARD ROSENTHAL, instructor.

S. NORMAN FEINGOLD has returned as executive director of the Boston Jewish Vocational Service. During his military career he served as chief clinical psychologist for Army General and Station Hospitals in the European and Pacific theaters. For the last six months of his Army services he also acted as psychologist on an examining board to select regular Army officers.

JOHN E. BENTLEY, professor of psychology at American University, Washington, D. C., has been appointed dean of the College of Arts and Sciences. His successor in psychology has not yet been appointed, awaiting developments which will restaff the department now in process of expansion. A grant has been made for this expansion which will provide the remaking of the psychological laboratory in conjunction with the Vocational and Guidance Bureau. Young psychologists interested in this new development are invited to communicate with the American University.

MARGARET ROMERO has accepted a position as school psychologist with the Guidance Bureau of the San Diego City Schools.

ALFRED B. SHAKLEE and JAMES C. WELCH have been appointed assistant professors of psychology at the University of New Mexico.

FRAMPTON B. PRICE has been appointed instructor in psychology at Cornell University. He was recently separated from the Navy as a Lieutenant Commander after four years of active duty under the Naval Aviation Psychology Section of the Bureau of Medicine and Surgery.

Recent appointments at Denison University, Granville, Ohio, are ROBERT DIXON as director of vocational guidance and placement and instructor

in psychology, and ALICE GOTTWALD and ELIZABETH STRICKLAND as instructors in psychology.

HOWARD H. KENDLER, 1st Lt., MAC, formerly clinical psychologist at Walter Reed General Hospital, has been released to inactive duty. He has accepted an appointment as assistant professor in the department of psychology at the University of Colorado. TRACY S. KENDLER, formerly with the Aviation Psychology Program, Headquarters, Army Air Forces, Washington, D. C., has been appointed instructor in psychology at the University of Colorado.

MANUEL CYNAMON has accepted a position in Pittsburgh as research associate in the American Institute for Research.

SUZANNE REICHARD has joined the staff of the Piedmont Psychiatric Clinic, Oakland, California, as a clinical psychologist.

JAMES H. ELDER has been appointed professor of psychology at the University of Tennessee. During the war he was engaged in research for the Office of the Chief Signal Officer and the Army Air Forces, while on leave of absence from the Louisiana State University.

JOEL SHOR has been appointed instructor and clinical psychologist in the Division of Psychiatry and Mental Hygiene at Yale University. He was formerly an instructor at City College of New York.

R. W. HUSBAND has been appointed an associate professor of psychology at Iowa State College.

EMANUEL K. SCHWARTZ has been awarded a Certificate of Commendation for performance of outstanding service while serving as Clinical Psychologist at Kennedy General Hospital. Dr. Schwartz is now in private practice as a consulting psychologist in New York City.

The department of psychology at the University of Denver has recently had several additions to its staff. TED H. CUTLER has returned as professor of psychology after a period of service in the Navy where he had the rank of Lieutenant. J. STANLEY

GRAY, formerly at the University of Pittsburgh, has been appointed professor of psychology. DANIEL D. FEDER, who has been Director of Civil Service for the State of Illinois, has been appointed dean of students and professor of psychology. LEWIS BARBATO has been appointed psychiatrist and professor of psychology. CHARLES E. MEYERS has been promoted to associate professor. ROBERT B. AMMONS, formerly of Syracuse University, WILLIAM GRINGS, formerly of the University of Iowa, E. PORTER HORNE, formerly of the University of South Carolina, and RICHARD KILBY, formerly of the Woman's College of the University of North Carolina, have been appointed assistant professors of psychology. Appointments as instructors have been accepted by MORTIMER APPLEZWEIG, ARTHUR BERNSTONE, LAWRENCE DAMERON, FRANK M. DUMAS, MRS. J. STANLEY GRAY, and JANET REDFIELD.

MILTON COTZIN has been appointed clinical psychologist and director of psychological services at the Southbury Training School, Southbury, Connecticut.

MERRELL E. THOMPSON has joined the staff of the psychology department at Kent State University, Ohio, to reorganize the experimental laboratory. The new staff of the psychology clinic at Kent State University consists of CHARLES L. LANGSAM, consulting psychiatrist; GEORGE R. BACH and EDNA OSWALT, clinical psychologists, NELLIE YOUNG, PEGGY VOIGT, and WALLACE STROUD, graduate assistants. D. W. PEARCE is head of the department of psychology and the psychology clinic.

JOHANNES VON ALLESCH, professor of psychology at Göttingen University, has recently written to Herbert S. Langfeld, chairman of the APA's Committee on International Planning, the first detailed information received from a German psychologist. He wrote in part, "I am one of the few psychologists who have been entirely unmolested by the Military Government, and have been allowed to continue my activities without interruption. Among the men whom you probably know, the only ones who are now teaching are Lersch in Munich and Straub in Dresden, and a few of the younger men. The Munich Institute as well as almost all the other psychological

institutes were destroyed by bombings. The Institute at Göttingen was destroyed in August of '44. It was almost a year, and through the help of the English Military Government, before I was able to get a small house for my work. The work is going on well and the students seem enthusiastic. The Institute at Göttingen at the present moment is the only one in Germany that is active."

The University of Michigan has recently announced the organization of the Survey Research Center, to provide facilities for social and economic research and for student training in survey techniques. Director of the Center will be RENSIS LIKERT, who has been appointed professor of psychology and of sociology. The assistant director will be ANGUS CAMPBELL, who has been appointed associate professor of psychology and of sociology. CHARLES F. CANNELL will be chief of the field staff, GEORGE KATONA will be research associate, and ELEANOR MACCOBY will be study director. All were formerly in the Division of Program Surveys of the U. S. Department of Agriculture.

The facilities of the Survey Research Center will be used to conduct surveys for governmental and commercial agencies on problems of economic, social, and psychological interest. The surveys will be conducted by detailed interviews on samples representing a national cross-section as well as on samples of small areas or regions of special groups. General policy for the new research center will be set by a University Executive Committee whose members are Vice-President M. L. Niehaus, Dean Russell A. Stevenson of the School of Business Administration, and Professors R. C. Angell, A. W. Bromage, E. M. Hoover, and D. G. Marquis.

H. H. REMMERS has been appointed director and N. L. GAGE has been appointed test technician for the Student Personnel Studies of the Pharmaceutical Survey recently undertaken by the American Council on Education. The Survey is carrying out a program for the prediction and measurement of achievement in fifty-one schools of pharmacy with nearly five thousand freshmen. Special emphasis is being placed on the development of comprehensive examinations as more adequate criteria of success in professional training with a view to improving the predictive accuracy traditionally obtained.

MORRIS S. VITELES, University of Pennsylvania, and L. DEWEY ANDERSON, Department of Commerce, have returned from Germany where they set up a program for a survey of developments in personnel management and industrial psychology during the war. The findings of the survey will appear in reports to be issued by the Department of Commerce. The first of these reports, entitled "Selection and Training of Supervisory Personnel at I. G. Farben Werke, Ludwigshaven" will be available shortly.

Social Science Research Council Awards for 1946-47. Social Science Research Council Demobilization Awards have been received by DONALD T. CAMPBELL, for graduate study and research leading to the doctorate in psychology; ROBERT CHIN, for study and research in the department of social relations at Harvard University; IRVING L. JANIS, for a doctoral dissertation on factors underlying neuroses; ANDIE L. KNUTSON, for graduate study in social psychology and the writing of a doctoral dissertation; RAYMOND G. KUHNEN, for research on adjustment problems and motivational changes during maturity and old age; FREDERICK D. SHEFFIELD, for the completion of a doctoral dissertation in psychology; M. BREWSTER SMITH, for research and study towards the completion of the doctorate in psychology; and C. HAROLD STONE, to complete graduate work and a dissertation for the doctorate in psychology. A Predoctoral Training Fellowship has been awarded to LEE MEYERSON, Stanford University, for study of the personality development in different types of physically handicapped children. Grants-in-aid have been given to J. P. GUILFORD, University of Southern California, for the completion of a factor analysis of Aircrew Classification Tests; SAUL ROSENZWEIG, Western State Psychiatric Institute, for the construction of a children's form of the Rosenzweig Picture Frustration Test; and ROBERT NEVITT SANFORD, University of California (Berkeley) for a statistical analysis of questionnaire data on social attitudes and personality factors.

RICHARD S. UHRBROCK served as a conference leader at a meeting of members of Merchants and Manufacturers at Palm Springs, California, October 14-17. He led discussions on the topic, "Better Selection and Training as a Key to Lower Costs." Dr. Uhrbrock is head of the research department in

the department in the Industrial Relations Division of The Procter & Gamble Company.

The New York State Association for Applied Psychology, Inc. has recently elected new officers. JOHN GRAY PEATMAN, College of the City of New York, has been elected president; FRANK S. FREEMAN, Cornell University, has been elected vice-president; GLADYS TALLMAN, Neurological Institute, New York City, has been elected secretary; and WALLACE H. WULFECK, Federal Advertising Corporation, Inc., has been elected treasurer.

The Illinois Association for Applied Psychology held its annual meeting on October 24. A program on "Looking Ahead for Professional Psychology in Illinois" was held; the speakers were GORDON V. ANDERSON, ANDREW W. BROWN, FRANCIS W. HIBLER, FREDERICK A. REPLOGLE, PERRY L. ROHRER, MILTON A. SAFFIR, HELEN SARGENT, and HELEN SHACTER. The Association has recently changed its membership requirements so that psychologists holding a master's or higher degree with one or more years of experience in teaching, research, or applications of psychology may become affiliates.

The thirty-seventh annual meeting of The National Committee for Mental Hygiene was held October 30 and 31 in the Grand Ballroom of the Hotel Pennsylvania in New York City. Sessions were held on "Strengthening the Hand of Medicine," "Experimental Attacks on Fascism," "Mental Hospitals and Advancing Psychiatry," and "The Mental Health of State and Nation."

A list of names and addresses of manufacturers of recording equipment has been compiled by BERNARD J. COVNER. Copies of the list, which will be revised and annotated from time to time, are available to anyone interested. Write to: Dr. Bernard J. Covner, Supervisor of Training, The Berger Brothers Company, New Haven 7, Connecticut.

The 1947 Annual Seminar on Developmental

Reading will be conducted by the Reading Clinic Staff, Department of Psychology, Temple University, from February 3 to 7. Lectures, demonstrations, and discussions will center around the theme, "Differentiated Corrective and Remedial Reading." Enrollment is limited by advanced registration. For information write to Dr. E. A. Betts, Reading Clinic, Temple University, Philadelphia 22, Pennsylvania.

The Norwich State Hospital announces several vacancies in the psychological laboratories. They are open to either men or women. Applications will be accepted from qualified clinical psychologists and from those who wish internship training either at the post-M.A. level or in a concurrent program leading to the M.A. at the University of Connecticut. Full maintenance at the Hospital, including board, room, and laundry may be arranged. Stipend is dependent upon the qualifications and objectives of the applicant. Applications should be submitted to Dr. Hermann O. Schmidt, Director of Psychological Laboratories, Norwich State Hospital, Norwich, Connecticut.

Clinical psychologists are needed in the regular Army to serve in hospitals, combat medical units, mental hygiene consultation services, disciplinary barracks, and other medical installations. Former officers of the AUS may apply now for commissions in the Pharmacy Corps as technical specialists in clinical psychology. If Congressional approval is obtained, the Pharmacy Corps will be replaced next year by a Medical Services Corps. Later it is planned to offer direct commissions to qualified clinical psychologists without prior military experience. Applicants should have at least a master's degree in psychology with specialization in clinical, educational, or industrial psychology and experience in clinical psychology. Applications should be made on WD AGO Form 62 and must be completed by December 31, 1946. Further information may be obtained from the office of the commanding general in the Army area in which the individual resides.

Convention Calendar

AMERICAN PSYCHOLOGICAL ASSOCIATION, INC.

Date: September 9-13, 1947

Place: Detroit, Michigan

For information write to:

Dr. Dael Wolfe, Executive Secretary
American Psychological Association
1515 Massachusetts Avenue, N. W.
Washington 5, D. C.

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE

Date: December 28-30, 1946

Place: Boston, Massachusetts

For information write to:

Dr. H. A. Meyerhoff, Executive Secretary
American Association for the Advancement of Science
1515 Massachusetts Avenue, N. W.
Washington 5, D. C.

ROCKY MOUNTAIN BRANCH OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

Date: May, 1947

Place: Colorado College
Colorado Springs, Colorado

For information write to:

Dr. Lillian G. Portenier
Department of Psychology
University of Wyoming
Laramie, Wyoming

THE SOUTHERN SOCIETY FOR PHILOSOPHY AND PSYCHOLOGY

Date: April 4-5, 1947

Place: St. Louis, Missouri

For information write to:

Dr. Joseph Weitz
Sophie Newcomb College, Tulane University
New Orleans, Louisiana

SOUTHWESTERN PSYCHOLOGICAL ASSOCIATION

Date: April 4-5, 1947

Place: Dallas, Texas

For information write to:

Dr. L. B. Hoisington
Department of Psychology
University of Oklahoma
Norman, Oklahoma

MIDWESTERN PSYCHOLOGICAL ASSOCIATION

Date: May 2-3, 1947

Place: Edgewater Beach Hotel
Chicago, Illinois

For information write to:

Dr. Claude E. Buxton
Department of Psychology
Northwestern University
Evanston, Illinois

WESTERN PSYCHOLOGICAL ASSOCIATION

Date: June, 1947

Place: Los Angeles
(host institution to be announced)

For information write to:

Dr. Lester F. Beck
Department of Psychology
University of Oregon
Eugene, Oregon

ILLINOIS ASSOCIATION FOR APPLIED PSYCHOLOGY

Date: December 17, 1946

Place: Chicago, Illinois

For information write to:

Dr. Milton A. Saffir, Secretary
55 East Washington St., Room 1607
Chicago 2, Illinois

EASTERN PSYCHOLOGICAL ASSOCIATION

Date: April 25 and 26, 1947

Place: Chalfonte-Haddon Hall
Atlantic City, New Jersey

For information write to:

Dr. J. McV. Hunt
Institute of Welfare Research
Community Service Society
105 East 22nd Street
New York 10, N. Y.

THE NATIONAL SOCIETY FOR CRIPPLED CHILDREN, INC.

Date: December 9-11, 1946

Place: Palmer House
Chicago, Illinois

For information write to:

Mr. Lawrence J. Linck, Executive Director
11 South LaSalle Street
Chicago 3, Illinois

Textbook of ABNORMAL PSYCHOLOGY

By **CARNEY LANDIS**, *Professor of Psychology, Columbia University and Principal Research Psychologist, Psychiatric Institute and Hospital, New York City*
& **M. MARJORIE BOLLES**, *formerly Research Fellow in Psychology, Psychiatric Institute and Hospital, New York City*

This book gives a complete, systematized account of modern thought and research in the field of abnormal psychology, and of research in allied fields, such as physiology, neurology, biochemistry, and anthropology, which is pertinent to the study of abnormal psychology. Considerable attention is devoted to recent developments in medical psychology—brain surgery, shock therapy, control of epilepsy, brain wave investigations, vitamin therapy, Alcoholics Anonymous, psychosomatic medicine, the treatment of war neuroses, group therapy, and projective techniques. The book includes a considerable amount of new and original case history materials, new illustrations and graphs, and statistical analyses. It also considers several topics which are not ordinarily treated in a textbook of this kind, among them: the legal aspects of abnormal psychology, volition, and how to get along with abnormality in oneself and others.

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